DOCUMENT RESUME

ED 435 955 CG 029 661

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TITLE Improving Student Responsibility for Learning and Behavior through Ownership Development.
PUB DATE 1999-05-00
NOTE 180p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
PUB TYPE Dissertations/Theses (040)
EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Classroom Environment; Classroom Techniques; Cooperative Learning; *Educational Strategies; Family School Relationship; Grade 7; *Homework; Junior High School Students; Junior High Schools; Program Development; Student Empowerment; Student Participation; *Student Responsibility; Teachers
IDENTIFIERS Classroom Ethos; Classroom Rules; United States (Midwest)

ABSTRACT

Seventh grade students in three schools in different communities in the Midwest were described by parents and teachers as not exhibiting acceptable responsibility for their own learning and not showing respect or ownership for their learning environments. This paper describes a program designed for improving these students' responsibility for their learning and behavior. Analysis of probable cause data revealed that students were not prepared for class, did not complete homework assignments, did not accept responsibility for their own behavior, and did not take responsibility for the classroom environment. Current reviews of the literature show that solutions to increasing student responsibility involve creating a positive, caring classroom environment and engaging student learning by establishing meaningful instructional strategies. The goal of modifying the classroom setting was accomplished by creating classroom rules as a group, assigning weekly job responsibilities, and modifying the classroom decor. Changes to the learning environment were made through the use of cooperative learning, multiple intelligence activities, journals, offering choices, connecting with literature themes, and whole class discussions. Analysis of each intervention found that all helped increase students' responsibility for their learning and behavior. Teachers reported enjoying the positive changes in students' attitudes and felt closer to them as a result. Appendices contain research data. (Contains 46 references, 22 appendixes, and 21 tables.) (JDM)

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Improving Student Responsibility for Learning and Behavior Through Ownership Development

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An Action Research project submitted to the faculty of the school of Education in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

Saint Xavier University & SkyLight Professional Development

Field-Based Masters Program

Chicago, Illinois

May, 1999

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ABSTRACT

This report described a program for improving student responsibility for their own learning and behavior. The targeted population consists of junior high school students in three schools in three different communities. The first school is located in a small, upper middle income community near a large metropolitan area located in the Midwest. The second and third junior highs are in one school district. These two schools are located in two, low to middle income communities in the Midwest.

Analysis of probable cause data revealed that students were not prepared for class, did not complete homework, did not accept responsibility for their behavior and did not take responsibility for their classsroom environment.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: creating a positive, student-centered learning environment; and engaging student learning by establishing meaningful instructional strategies.

Post intervention data indicated an increase in homework completion and coming to class more prepared. The data also indicated growth in the areas of taking responsibility for their behavior and the classroom.

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Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

Students of the targeted 7th grade classes do not exhibit acceptable responsibility for their own learning and they do not show respect or take ownership for their learning environment. Evidence of the problem includes teacher observation, anecdotal notes, assessments that indicate academic performance and parental concerns about academic success.

Immediate Problem Context

This action research project is being conducted at three schools in two different communities. Settings will be described as School A, School B and School C.

School A

School A is located in a suburb near a large metropolis. The junior high/middle school, which includes grades six through eight, receives students from four district elementary schools. The enrollment of 1,006 students consists of 90.8% White, 2.2% Black, 1.6% Hispanic and 5.5% Asian/Pacific Islander. Only 3.5% of School A qualify, as low-income and 0.8% of the student population is eligible for bilingual education. The operating expenditure per pupil for the 1995-96 school year is $5,237, which is less than the state average. School A has an attendance rate of 95.1% and a student mobility rate of 5.5%, which is lower than the rest of the district. The number of chronic truants is five. Depending on the grade level, the average class size for the school is between 28-29 (State Report Card, 1996).

School A first opened in 1956 as a junior high school. Prior to that year, seventh and eighth graders attended the old junior high, which was later sold to the village to become its civic center. The original building did not include the existing west wing (auditorium, small gym, library/ learning center, science labs and additional classrooms) which was added in 1970-71. In 1986, School A was named one of the outstanding schools in the nation by the U.S. Department of Education.

School A is organized on a team basis. All students are assigned to a team within their grade level. All subjects are taught in a class period of 42 minutes. Each team has one teacher for each of the core academic subjects: language arts, mathematics, science, and social studies. A separate reading class is also taught by one of the team teachers. For these subjects, a student will always be in class with members of his/her team. Other subjects include physical education, exploratory courses (art, music, home economics, industrial arts, and health), and eligible seventh and eighth graders can enroll in French and Spanish as electives. Instrumental music, band and orchestra programs are available on a fee basis to all students in grades 4-8. This is the only time that students mingle with members from another team other than lunch. Each team has a large group period, which is the daily period when students are able to study, seek individual help from team teachers or participate in other school activities. Certain school functions during the year are planned as team activities like assemblies, featured guest speakers, field trips, special study units, and social events.

This middle school offers several special interest and extracurricular activities. The following is a list of activities available to students: choral music, drama/musical theater and hand bell choirs, Chess Club, Remote Controlled Car Club, Odyssey of the

Mind, Math Counts Team, Illinois Science Olympics Team, Student Council, Yearbook, and Leadership Program. Seventh and eighth graders are allowed to participate in interscholastic team sports. There is a girl's volleyball team, boys and girl's cross-country, basketball, and track. The school also fields a girl's softball team that competes in the Illinois Elementary School Association. Seventh and eighth grade cheerleading squads are organized annually. In addition to the interscholastic activities, an intramural sports program is open to all students at School A. Teams are organized by homeroom and games are played on a grade-level round-robin schedule.

The district's Talented and Gifted (TAG) program provides enrichment activities in many subject areas for students in all grade levels. At this time the TAG program is moving from a pull out program to an in-class enrichment program. Participation is based on intellectual ability, academic achievement, classroom performance, teacher recommendation and personal interest.

In addition to the team teachers of the core academic subjects, the faculty includes one principal, one part-time and one full time assistant principal and 47 full-time teachers. The school support staff has three secretaries, a nurse, psychologist, social worker, two guidance counselors, one library /learning center coordinator and aide, district speech pathologist, one part-time English as a Second Language teacher and aide. The special education program is made up of three special education teachers and three special education aides, one part-time talented and gifted (TAG) teacher, and four instructional service consultants. Additional staffing includes two foreign language teachers, a language teacher and aide, one part-time orchestra and one part-time band teacher.

The administration and teaching staff is 99% White and 1% Black. The gender makeup is 19.2% male and 80.8 % female. Overall the teaching staff remains stable and well educated with 71.9% having a Masters degree or better. The average teacher has more than fourteen years of experience. The average teacher's salary is $50,858, and the average administrator's salary is $81,600 (School A State Report Card, 1996).

School A is a member of a Special Education Cooperative, which serves students requiring a broad range of special education support. Students who can function in a regular classroom with assistance are provided the services of speech pathologists, instructional service consultants, physical and occupational therapists as well as an adapted physical education program (School A State Report Card, 1996).

School A's Parent Teacher Association is an energetic organization whose many contributions to the school are valued by both students and staff. PTA volunteers lend assistance in the library learning center, nurse's office and during registration. The PTA also publishes the school directory and newsletters, sponsors the annual book fair, develops special programs for students and parents, and hosts student parties each spring. The District Music Education Foundation Parent Association supports student activities in all district music programs at all grade levels. The Foundation conducts fund-raising, provides volunteers to staff music contests hosted by the district, hosts an annual Musical Mayhem evening of family entertainment, sponsors the annual instrumental and choral music Director's Awards and grants summer music camp scholarships.

District A

The administration for this school district consists of one superintendent, one assistant superintendent, and support staff. The Board of Education is the official

governing body of the district schools and has seven members. The district serves approximately 7,100 households. School A's district population is 3,130 students. The average class size is 25; the average pupil/teacher ratio is 20:1. The mission of the District Board of Education for School A is to advocate for children, and to provide the highest quality educational programs and services, while representing the community, and balancing parent, staff and constituent interests (School A Brochure, 1997).

Currently, all of the district's school buildings or facilities are in need of repair. They are old, overcrowded, and in need of major improvement to make them safe, dry, accessible, and non-crowded learning environments for the children in the community. On Tuesday, February 25, 1997, residents of School District A approved a referendum for $28.1 million to repair and improve the district's school buildings. Funds will be used to make state mandated safety repairs, to build additions, and to create the infrastructure for technology for all schools. The plan is to sell 20-year bonds totaling $28.1 million. The money will then be spent to complete the following improvements by the summer of 1999. All schools will make needed repairs to meet Illinois Life Safety Codes, which include repairing structural damages, updating fire alarm systems and communication systems, updating outdated electrical systems, renovating inadequate plumbing, improving accessibility to all students, and replacing the windows and doors for improved insulation and safety. In addition, plans are to add on to all schools to accommodate the community's current and projected increased enrollment. Schools must be able to hold an expected 300 more students for a total enrollment of 3,400 by the year 2000. Adding on to each school versus building a new school is the most cost-effective

way to manage possible enrollment fluctuations. It is expected to cost $3 million to provide the basic infrastructure for technology (School A Web Site, 1997).

Community A

School A is in a town that covers six square miles and serves a population of 25,484 people; the projected population for the year 2000 is 26,543. This community, notes Katherine E. H. Anderson (1998), is a rather idyllic setting around a small lake, which attracts many parents looking for a safe, comfortable environment in which to raise children. First settled in 1833, the village has grown to become a suburban residential, business and retail community with virtually no industry. The largest age group, as noted in the Web Site (1997), is between 35 and 40. There is a full range of homes, townhouses, condominiums and apartments within the Village. The average home value in the town is $209,321. Housing consists of 74% single-family units and 26% multifamily units. It should be noted that there is actually a wide range of housing in this community. The range goes from multi-million dollar homes to apartments where the average rent is $589. There is an apartment complex in the middle of the community which consists primarily of low-income housing.

The average median family income is $79,457. Seventy percent of the population is employed. Only six percent of the population falls under the poverty level making less than $15,000. Most occupations are in the managerial and professional (44.4%), sales (18.4%), or administrative support (15.8%) areas. The community's race distribution is 92.6% White, 1.4% Black, 2.8% Hispanic and 3.2% other. The community has a large German (25.3%) and Irish (15.6%) reported ancestry (Details: Tribune homes, 1998).

The Village Board is composed of a President and six Trustees, supported by advisory boards, commissions, and special committees. The fire department has over 550 volunteer firemen who man two stations. The police department has approximately 50 members plus a volunteer auxiliary unit. Although this community has a small town atmosphere, it boasts a wide variety of arts, cultural and recreational organizations. This community has over 30 houses of worship, a new library, many arts organizations, a historical society, and over 80 additional civic, service, fraternal and social organizations.

There are 25 parks in the community including a municipal pool, and tennis courts. An active family YMCA provides programming for the community and the local schools. Private and public golf courses are located nearby. The park district and the senior center offer senior citizen programs. There is also a sport and recreation center and fine arts center located at a junior college within the village. This single-campus community college is one of the largest in the United States (Anderson, 1998).

Thanks to its quaint, historical, downtown Central Business District, quiet streets lined with mature trees and mixed housing; one gets the feeling of a small town. The village is, however, home to over 300 merchants, businesses, service organizations, and other institutions that are members of the Chamber of Commerce. The village is also close to major shopping centers and offers excellent transportation options. The commuter train slices through the center of town enabling travelers' easy access to the downtown of the nearby city. Busses transport commuters to and from the train station during morning and evening rush hours. Major airports are approximately 45 minutes away. The village is close to major roadways (School A Web Site, 1997).

School B

School B is a middle school containing grades six, seven, and eight. It is located in a suburb of a Midwest metropolis. Cornfields surround parts of the school grounds with houses on one side and a large apartment complex on the another. The school was built in 1978 with additional land set aside for a high school to be built. The building of the high school was never accomplished. The school originally had an open classroom set-up with year round schooling in mind. The first two years the building was opened, it went year round with one fourth of the school population out at any given time. In 1984 the classrooms were closed in.

The physical arrangement of the building separates the subject areas. The front doors open up to the cafeteria and the sixth and eighth grade locker areas. To the right is the academic wing. All academic classes are located there surrounding the library center. The gymnasium and the music department are to the left of the cafeteria. The remaining career classes are behind the cafeteria with the seventh grade locker area.

The population of school B is 676 students. The student population is composed of 56% White, 32% Black, 6% Hispanic, and 6% Asian and Pacific Islanders per the 1997 report card. The school has a low student mobility rate at 9% and student attendance is 96%. Eighteen percent of the student population is considered low income. The average class size is 24 students. The clientele of the school has been changing in the last couple years. When compared with the 1995 School Report Card, there has been over a 5% rise in the number of low income students and a 5% decline in number of White students.

There are 36 teachers in the building. Many have been here since the school opened. The racial breakdown is 94% White and 6% Black. Seventy-two percent are female. The staff is academically departmentalized into social studies and language arts or math and science. Two other departments include careers and physical education.

Administration includes a principal, associate principal, a special education coordinator and a dean of students. Support services are made up of a speech pathologist, a social worker, and a psychologist, which are only at the school twice a week. The school has a part-time nurse. The librarian is also shared with another school. The three full-time aides help in the library and computer lab or with testing (School B Report card, 1996).

The school has set up numerous programs in the last five years to help its growing at-risk population. This includes a mentoring program, peer tutoring, and peer mediation. A resource class was put into place for sixth graders and a before school class was added for those seventh and eighth graders who were having difficulty.

Another improvement for the school has been the addition of a new computer lab four years ago. Since that time, the school has been hooked up to the Internet and the library has five computers. There is also a plan to put a computer in every teacher's classroom. Right now one in every four teachers has a computer. The technology committee is constantly adding new CD-ROM's to the collection.

A typical student's day involves 45-minute periods of math, science, social studies, and physical education. They also have a ninety-minute block of language arts. Students have a choice between band and careers, which includes art, music, industrial technology, and home economics.

School B has a variety of clubs and activities available for its students after the school day ends. Academic clubs include the scholastic bowl team, the math team, and National Junior Honor Society. The choir, drama club, jazz band, and the marching band represent the fine arts. Students also enjoy the collector's club, which involves collecting of any kind such as stamps or baseball cards. The publicity club puts out a school newspaper. The multimedia club works with the technology of computers, cameras, and camcorders. The ham radio club has been able to communicate with other parts of the world.

The athletic program is very strong. Fall sports include softball and baseball. In early winter girls and boys basketball takes place until wrestling and volleyball start in late winter. In spring the track team involves at least one sixth of the student body. For a noncompetitive athletic experience students can join the intramural program (School B Brochure, 1997).

Community B

The community that school B is located in is rapidly growing and running out of room fast. It is a popular location since two major expressways border it. The village takes up approximately 11,996 acres in 1995. Since that time surrounding lands have been annexed. In the next three to five years it is estimated that there will be 3,500 new homes built in the community. Ninety-five percent of the housing was occupied in 1995 per the census. Home prices range from $95,000 to $300,000 with $122,700 the average. Two thousand four hundred rental units are available with the average rent being $700 per month. There is also a small senior community.

According to the 1995 Census the population of the village is 47,691 people. The population is broken down as 67% White, 17% Black, 8% Hispanic, 6% Asian Pacific Islander, and 2% classified as other race. The average person per household is three. The average household income is $61,200.

The industrial base has increased 3000% in the last ten years. The local government supports and encourages growth. Several major companies have settled in the community during the past year. The shopping and restaurant areas are also growing with several new strip malls being built during the last two years.

The community benefits from having a nationally recognized park district. It offers 1,600 recreational, cultural and self-improvement programs for every age and all seasons. There are 27 park sites throughout the community. In addition there are 10 parks that are shared between the school district and the park district because of an intergovernmental agreement. In the fall of 1996, they opened a recreation and aquatic center with both an indoor and outdoor pool, indoor basketball courts, a fitness center which include aerobics and weight training, and an indoor playground. Other facilities include a nine-hole golf course, a wildlife and fishing area, a health and racquetball club, and a community center.

Besides the park district there are several competitive sporting groups for football, soccer, cheerleading, volleyball, softball, and little league. Some of these programs are nationally recognized. The community also benefits from such clubs as the Boy Scouts, Girl Scouts, Big Brothers and Big Sisters, and Campfire. Children may participate in the Children's Choir or the local community theater group. The village actively supports these programs with money and outreach support (Park District Brochure, 1997).

The library is one of the top ten in the state. It has numerous programs for all ages that go year round. The young adult librarian will go into the middle schools to give book talks. Recently the library went on line and can be accessed from any home computer. They also added a coffee shop, which has evening programs that involve authors, musicians, and poets (Schools B and C Brochure, 1997).

According to the 1998 web page for community B, there is a strong religious community as well. There are more then 25 churches in town with a wide variety of denominations. Many of these churches sponsor youth groups.

School C

School C is located in a suburb near a large metropolitan area. It is a middle school in a unit district. This district is made up of two neighboring communities. For many years, the enrollment of School C was composed of students from its own community. The building was not filled to capacity. Due to an increased housing boom, overcrowding became a problem at one of the other middle schools. In order to alleviate this problem, new boundaries were drawn and School C added one hundred fifty students from the neighboring community. This community is the one that houses School B. Teachers and students needed to adjust to this change.

School C was built in 1965. The physical arrangement of the building has the cafeteria at its center with four pods radiating from the center like spokes. One pod houses the gymnasium; another contains the band, music, art, industrial tech, and home economics rooms. The other two pods are composed of academic classrooms.

The total enrollment in school C is 809. There are 290 sixth graders, 270 seventh graders, and 249 eighth graders. According to the 1997 School Report Card, the ethnic

make-up is 80.1% White, 7.1% Black, 9.6% Hispanic, and 3.2% Asian/Pacific Islander. A total of 19.6% of the students qualify as low-income. The attendance rate is 95% and the student mobility rate is 23%. Chronic truancy is 0.6%.

A principal, associate principal, dean, forty-six teachers, three secretaries, seven aides and a custodian staff school C. A limited support staff, which consists of a speech clinician, psychologist, social worker, nurse, and librarian, is shared with another building.

A typical day for the students contains three forty-five minute classes consisting of math, science, social studies, and a ninety-minute block of literature/language arts. Also scheduled into the students' day is an elective. Electives include band, music, industrial technology, art, or home economics. All students participate in physical education class daily except for a six-week period when they study health.

This school is the only one in the district that houses a behavior disability class. This is a six-step program, which ranges from students being completely self contained to being mainstreamed into general education classrooms. Other programs offered to address the needs of all students are: an honor's program, two learning disabilities classrooms, peer tutoring to help slow learners, and after school tutoring.

At the present time technology has become an emphasis. A fully equipped computer lab has been established. In addition, computers and projection equipment are available for classroom use.

School C has many co-curricular activities to choose from. These include marching band, chorus, art club, drama club, home economics club, yearbook club, National Junior Honor Society, and student council.

The school also offers many different sports. On the competitive level there is baseball, softball, boys and girls basketball, volleyball and wrestling. For the noncompetitive students a variety of intramural sports are available.

District: Schools B and C

Both school B and school C are located in the same unit district, which is one of the largest in the state. This district includes two neighboring towns, one much larger than the other. There are nine elementary schools, four middle schools, and two high schools. An alternative school was opened three years ago for at risk students in grades eighth through tenth.

The number of students enrolled is 12, 131. The district is made up of 64% White, 21% Black, 10% Hispanic, and 5% Asian and Pacific Islander. Twenty percent of the district is classified as low-income. Only 1.2% of the student population has limited English proficiency. The student mobility rate is 9 %. The district spends $5,946 per student and will spend a total of $52,366, 786 on educational costs during the 1996-1997 school year.

There are 602 teachers in the district. Seventy-two percent are female. The racial breakdown is 95% White, 3% Black, 1% Hispanic, and 1% Asian/Pacific Islander. The average teaching experience is 19 years with 69% holding a master's degree or higher. The starting salary is $25,615. The average teacher salary is $45,058, and the average Administrators' salary is $71,636 (Schools B and C State Report Card, 1996). The teachers are represented by a union organization.

In addition to the unit district, there is a parochial elementary school. Small parts of both towns go to neighboring school districts. For continuing education there are two

junior colleges within driving distance. There are also four prominent universities near-by.

Community C

Recently the community in which School C is located has begun a growth spurt. According to the 1995 census, the population of the village was 14,775. For many years, much of the undeveloped property was farmland. The communities surrounding School C have become overdeveloped. This community is still able to offer new, affordable housing. The new developments give the community a nice blend of older, more established neighborhoods and newer more modern ones. According to its web site, the community also offers senior housing and retirement living facilities.

The main industry in community C is light to medium manufacturing. Several business parks are located within the town limits. Several small strip malls also add to the economy of this rapid growing community. The village profile shows that many recreational opportunities are available in this community. There are six parks, which cover 25 acres. There is also a recreation center, which includes a health club, and several rooms where self-interest classes are taught. In addition, the park district maintains lighted tennis courts, two outdoor skating rinks, softball and baseball fields, a football field, hiking trails, two fishing lakes, and a 30 acre nature center (Economic Development Brochure, 1997)

Location is also an asset to this community. It is about 30 miles from a major metropolitan city. It has easy access to four interstate highways. Commuter train stations are located nearby. This community is within 30 minutes of two large airports.

National Context of Problem

The goal of education is to communicate information and to create an environment that addresses and promotes individual growth. In public education this task is becoming increasingly more difficult to achieve due to the apparent changing attitudes in our society. There are a growing number of students who do not take responsibility for their own learning and behavior. This is supported by current literature which shows evidence that this problem is not confined to local school districts but in fact, a national issue. Experts describe students as "rude, irresponsible, and wild" (Carr, 1997, p. 17). According to the Phi Delta Kappa Poll of Teachers' Attitudes toward the Public Schools, many students exhibit irresponsible behavior. Incomplete homework, disruptive behaviors, disobeying the teacher, and truancy are all listed as major problems (Langdon, 1997, p. 213). Topping the list is incomplete schoolwork and homework. All students forget things at some point in time but there are those children who tend to forget their work on a regular basis (Burke, 1992, p. 102). Seventy-one percent of the teachers surveyed in the Phi Delta Kappan Poll indicated this was a problem (Langdon, 1997, p.213).

Many times, according to Bacon, children will do only the minimum required to complete an assignment (Bacon, 1997, p. 203). Teachers have found students rushing through an assignment just before class was to begin even though they were aware they could not do the job properly, but they would still have something to turn in (Bacon, 1997, p. 205). Students will sometimes take credit for work they did not do. They may copy another student's work, try to overhear answers, or quietly look on someone else's paper (Anderson, 1985, p. 135).

Classroom behavior was also a concern. Fifty-eight percent of teachers saw disruptive behavior in the classroom and 50 percent described talking back or disobeying the teacher as a problem (Langdon, 1997, p. 213). This is a growing trend. Large numbers of children are showing attitudes of disrespect and defiance that make them difficult to deal with in the classroom (Lickona, 1991, p. 15). Seventeen percent more elementary teachers think that children frequently disrupt class more than in the 1984 poll and twelve percent more say that children are often disobedient (Langdon, 1997, p. 212).

The last major problem identified deals with truancy or excessive absenteeism. Truancy or being absent from school was perceived as a problem by 41 percent of all teachers surveyed (Langdon, 1997, p. 213). Students often start missing school in the early grades to avoid responsibility at school (Burke, 1992, p. 88). Educators realize that multiple absences can have damaging effects on the development of social skills, academic skills, and responsibility skills (Burke, 1992, p. 88).

Many students are not exhibiting responsibility for their own learning and are not taking ownership of their learning environment. "Any teacher can describe some students who do well by circumventing learning difficulties . . they take responsibility for their own learning and performance."(Corno, 1992,p. 69). Student ownership is not a new concept nor is it a problem that can be easily solved.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

Researchers at the targeted schools identified a problem with student responsibility towards academics and behavior. In order to assess this problem, researchers checked school academic and discipline records, sought previous teacher feedback, observed student behavior, and surveyed students with a questionnaire.

School records and teacher feedback surveys were used to check previous student history. Tables 1, 2, and 3 showed last year's school records. Academic records were found in the students' cumulative folder (Appendix B). Grade point average and attendance records were checked. Discipline records were obtained at the school level. Researchers also surveyed the number of detentions, referrals, and suspensions issued. Previous teachers were asked to provide feedback on the students as well, as shown in Tables 4, 5, and 6 (Appendix C).

Table 1

Pre-Interventions Prior History School A

STUDENT	GRADE POINT AVERAGE	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	4.6	11.5	0	0	0
2	4.6	2	0	0	0
3	4.9	11.5	0	0	0
4	3.6	13	2	0	0
5	2.8	6	5	2	0
6	4.0	5	0	0	0
7	4.0	3.5	0	0	0
8	3.4	18.5	0	0	0
9	4.9	18.5	0	0	0
10	4.5	20.5	0	0	0

Information for Table 1 was gathered from school records and street files (individual folders with detention information). Ninety percent of the students in the study group had grades at or above average on a 0.0 to 5.0 scale. One student's G.P.A. was slightly below average at 2.8. During the 1996-1997 school year there were 176 school days. There were eight students who were absent less than 15 days. One student was absent 18 and a half days out of 176, and another student was absent 20 and a half days out of 176 days. There were few or no detentions or referrals issued during the previous school year for most of the children in this study group. If there were, they were for work completion or not having papers signed by parents. Improper behavior does not seem to be a problem with these students.

Table 2

Pre-Interventions Prior History School B

STUDENT	GRADE POINT AVERAGE	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1.	1.8	4.0	1	0	0
2.	2.2	26.5	0	0	0
3.	3.4	4.0	0	0	0
4.	3.1	8.5	0	0	0
5.	2.8	4.0	7	1	1
6.	2.7	2.0	1	0	0
7.	2.5	10.5	3	0	0
8.	2.9	4.5	4	1	0
9.	1.6	19.0	3	0	0
10.	3.1	1.0	0	0	0

The second Table referred to the prior academic, attendance, and discipline history for students at School B. The G.P.A. shown was the cumulative grade point average from the previous school year on a scale from 0.0 to 4.0. The G.P.A. for students at School B ranged from 1.643, which was a D, to 3.393, which was a B average. Most of the students surveyed fell into the middle range. Records were checked for attendance and discipline. Four students exhibited poor attendance, missing more than 8 days in a school year. There were very few severe discipline reports. Most of these problems were minor incidents, which resulted in a Dean's detention.

Table 3

Pre-Interventions Prior History School C

STUDENT	GRADE POINT AVERAGE	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	3.6	2	0	0	0
2	3.6	10	0	1	0
3	2.4	26	1	0	0
4	2.2	16	0	0	0
5	3.9	0	0	0	0
6	2.9	8	0	0	0
7	2.3	3	1	0	0
8	2.1	3	0	0	0
9	3.75	5	0	0	0
10	1.9	1	0	9	0

Information provided in Table 3, for school C showed the cumulative grade point average, attendance, and behavior records from the 1997-98 school year. The G.P.A. scale ranged from 0.0 to 4.0. The G.P.A. range for the targeted class went from 1.9, which was almost a C, to 3.9, which was almost an A. The median was 2.7, which represented an average slightly above a C+. Eighty percent of the students were absent ten days or less. The numbers of days missed by the two remaining students were 16 and 26. The student that was absent 26 days has family in another country and went to visit them for extended vacations. Detentions, referrals, and suspensions were minimal. These were all issued for disciplinary reasons. Records were kept on Dean's detentions only.

Students were then observed by previous teachers for responsible behaviors toward academics, each other, and school in general. The table below shows what behaviors were observed.

Table 4

Previous Teacher Checklist 1997-1998 - School A

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASION -ALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
Gets along with other students? (respectfulness)					2	8
Gets along with the teacher? (respectfulness)					1	9
Accepts Responsibility for behavior?		2			2	6
Speaks up for his/her own ideas in a positive manner?			1	2	1	6
Participation in class discussion in positive manner (offer to ask and answer meaningful questions?			1	2	1	6
Prepared for class (supplies, books, etc.)?		1		1	3	5
Finishes schoolwork (includes homework)?		2			1	7
Student is neat and organized (schoolwork, work area, etc.)?		1		1	2	6
On task, pays attention to class activities (peers and teacher)?			1		2	6
Works well in a group-teamwork?		1		1	1	9
Spends time helping others?		1		3	3	3
Uses time wisely (tardiness, finds an appropriate activity to do when work is completed)?		2				8
Shows interest in being a leader?		2	2	1		5

In Table 4, reading teachers from the previous year were asked to provide feedback on the behaviors related to responsible behavior, ownership and work completion. An individual sheet with students' name was presented to each teacher and

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they were asked to fill out the chart based on recollections and records from working with these students. Overall the study group appeared to get along with their teachers and their peers. They also worked well in groups. Students scored high in class participation, speaking up for his/her own ideas, using time wisely, and being on task. The lowest scores were in the area of "spends time helping others and leadership qualities."

Table 5

Previous Teacher Checklist 1997-1998 - School B

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASION-ALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
Gets along with other students? (respectfulness)			2	2	8	11
Gets along with the teacher? (respectfulness)				3	4	15
Accepts Responsibility for behavior?		1	2	5	1	13
Speaks up for his/her own ideas in a positive manner?		3	6	2	3	8
Participation in class discussion in positive manner (offer to ask and answer meaningful questions?	1	6	2	4	0	9
Prepared for class (supplies, books, etc.)?		1		4	5	11
Finishes schoolwork (includes homework)?		1		2	7	11
Student is neat and organized (schoolwork, work area, etc.)?		2	1	3	8	8
On task, pays attention to class activities (peers and teacher)?		1		5	4	10
Works well in a group-teamwork?		1	2	3	4	9
Spends time helping others?	1	7		7	1	5
Uses time wisely (tardiness, finds an appropriate activity to do when work is completed)?		4	2	3	5	7
Shows interest in being a leader?	5	2	6	6	1	4

Last year's teachers were surveyed on what they had noticed at School B (Table 5). They viewed the observed students as respectful towards other students and teachers.

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Responses on positive participation varied. There were several children that were targeted as not being able to speak up for their own ideas and not participating in class discussions positively. Only one child was viewed as having difficulty when it came to being prepared for class and finishing homework. There were several behaviors that teachers indicated children did not display on a daily basis; these included using class time wisely, helping others, and being a class leader. In fact, only four children were marked down as being a class leader. One teacher added a note that stated one child was a negative leader.

Table 6

Previous Teacher Checklist 1997-1998 - School C

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
Gets along with other students? (respectfulness)			1		3	6
Gets along with the teacher? (respectfulness)					2	8
Accepts Responsibility for behavior?	1			1	5	3
Speaks up for his/her own ideas in a positive manner?		1		2	5	3
Participation in class discussion in positive manner (offer to ask and answer meaningful questions?			1	2	4	3
Prepared for class (supplies, books, etc.)?				1	7	2
Finishes schoolwork (includes homework)?				2	5	3
Student is neat and organized (schoolwork, work area, etc.)?			1	2	4	3
On task, pays attention to class activities (peers and teacher)?			1	1	6	2
Works well in a group-teamwork?		1			6	4
Spends time helping others?		2	1	1	3	3
Uses time wisely (tardiness, finds an appropriate activity to do when work is completed)?		1		3	3	3
Shows interest in being a leader?		2	2	2	3	1

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School C has a self-contained 6th grade program. Table 6 reflected the opinions of last year's teachers toward these students' behaviors. According to the information gathered most teachers had found the targeted students to be responsible and respectful. One student was viewed as not taking responsibility for his or her own actions. According to teacher feedback few students showed an interest in being a leader.

Students were then observed, by current teacher, for responsible behaviors toward academics, each other, and school in general (Appendix D). The table below shows what behaviors were looked at.

Table 7

Current Teacher Checklist 1998-1999 - School A

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
Gets along with other students? (respectfulness)				1	3	6
Gets along with the teacher? (respectfulness)					1	9
Accepts Responsibility for behavior?		2	1		2	5
Speaks up for his/her own ideas in a positive manner?					1	9
Participation in class discussion in positive manner (offer to ask and answer meaningful questions?					2	8
Prepared for class (supplies, books, etc.)?			1	2	3	4
Student is neat and organized (schoolwork, work area, etc.)?				3	3	4
Finishes schoolwork (includes homework)?		1		2	3	4
On task, pays attention to class activities (peers and teacher)?				3	3	4
Works well in a group-teamwork?					2	8
Spends time helping others?		1	1	3	1	4
Uses time wisely (tardiness, finds an appropriate activity to do when work is completed)?		1	2		3	4
Shows interest in being a leader?		5		3		2

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In Table 7, students in this study group appeared to work with peers well, showed respect toward their teacher and participate in class discussions. They did not have problems speaking up in a positive manner when expressing their own ideas. Interest in being a leader was not often displayed by these students. Homework completion, using time wisely and helping others was often evident in these students.

Table 8

Current Teacher Checklist 1998-1999 - School B

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
Gets along with other students? (respectfulness)				2	3	5
Gets along with the teacher? (respectfulness)				1	2	7
Accepts Responsibility for behavior?		1		2	2	5
Speaks up for his/her own ideas in a positive manner?		1		5	3	1
Participation in class discussion in positive manner (offer to ask and answer meaningful questions?	1		2	2	2	3
Prepared for class (supplies, books, etc.)?					5	5
Finishes schoolwork (includes homework)?				3	1	6
Student is neat and organized (schoolwork, work area, etc.)?				3	1	6
On task, pays attention to class activities (peers and teacher)?			1	1	3	5
Works well in a group-teamwork?			1	1	3	5
Spends time helping others?		1	3		2	4
Uses time wisely (tardiness, finds an appropriate activity to do when work is completed)?		1		2	2	5
Shows interest in being a leader?	1	2	1	3	2	1

Many of the previous teacher's observations for students in School B matched the current teacher's views as shown in Table 8. Areas of concerns dealt with communicating in a positive manner in a class discussion. This included speaking up for

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oneself, asking questions, and volunteering to answer. Four out of ten students rarely helped others. The biggest weakness exhibited was being a strong leader. Only one child was identified as a leader on a daily basis.

Table 9

Current Teacher Checklist 1998-1999 Checklist - School C

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
Gets along with other students? (respectfulness)				2	4	4
Gets along with the teacher? (respectfulness)					3	7
Accepts Responsibility for behavior?			1	4	1	4
Speaks up for his/her own ideas in a positive manner?				4	2	4
Participation in class discussion in positive manner (offer to ask and answer meaningful questions?			2	2	1	5
Prepared for class (supplies, books, etc.)?			1	3	1	5
Student is neat and organized (schoolwork, work area, etc.)?		1	2	2	1	4
Finishes schoolwork (includes homework)?		1	2	2	1	4
On task, pays attention to class activities (peers and teacher)?			2	2	2	4
Works well in a group-teamwork?			2	1	3	4
Spends time helping others?		3	1	3	2	1
Uses time wisely (tardiness, finds an appropriate activity to do when work is completed)?		3		2	1	4
Shows interest in being a leader?		3	1	1	4	1

Table 9 reflected current teacher's opinions on student behaviors. In most cases the opinion of previous teachers and the current teacher concurred; most of the targeted students were responsible and respectful. Areas that needed work were helping others and using time wisely. The category of leadership continued to be an area that could be improved upon.

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Students were surveyed to see how they perceived their own behaviors and to establish their attitudes toward responsibility. Questions were asked about responsibilities involving home, after school activities, and academics (Appendix E).

Table 10

Results of Pre-Intervention Student Survey - School A

QUESTION	YES	NO	ALWAYS	USUALLY	SOME-TIMES	NEVER
1. Do you attend meetings and/ or practices for outside activities?	8	2	6	4		
2. Do you have chores / responsibilities at home?	10					
3. How often did you actually do chores / tasks?			2	6	2	
4. How often did you turn in assigned work last year?			6	2	2	
5. How often do you bring all necessary materials to class?			4	6		
6. How often is your work neat and organized?			1	8	1	
7. How often are you on time for school and class?			7	3		

Overall, in Table 10, students felt they were usually or always very responsible people. Sixty percent of the students reported that they always attend meetings for outside activities and always turned in assigned schoolwork last year. They thought they were usually prepared for class with necessary materials. Students also believed that they were neat and organized, on time for class and school

Table 11

Results of Pre-Intervention Student Survey - School B

QUESTION	YES	NO	ALWAYS	USUALLY	SOME-TIMES	NEVER	DID NOT ANSWER
1. Do you attend meetings and/ or practices for outside activities?	9	1	5	2	1	2	
2. Do you have chores / responsibilities at home?	10						
3. How often did you actually do chores / tasks?			1	6	2		1
4. How often did you turn in assigned work last year?			4	6			
5. How often do you bring all necessary materials to class?			8	2			
6. How often is your work neat and organized?			4	6			
7. How often are you on time for school and class?			10				

Table 11 showed how students perceived themselves and how responsible they felt they were. Student's surveys revealed that all of the students had some responsibilities in home, school, or additionally in after school activities. Every child indicated that they had responsibilities at home, but only one always did his/her chores. Nine out of ten students were involved in outside activities and attended practices on a fairly regular basis. According to their responses in Table 11, students perceived themselves to be responsible when it came to school matters.

Table 12

Results of Pre-Intervention Student Survey - School C

QUESTION	YES	NO	ALWAYS	USUALLY	SOME-TIMES	NEVER
1. Do you attend meetings and/ or practices for outside activities?	5	5	4	1		
2. Do you have chores / responsibilities at home?	10					
3. How often did you actually do chores / tasks?			4	6		
4. How often did you turn in assigned work last year?			5	3	2	
5. How often do you bring all necessary materials to class?			3	5	2	
6. How often is your work neat and organized?			1	6	3	
7. How often are you on time for school and class?			8	2		

Table 12 showed the results of a student survey reflecting their opinions about their own responsibilities. It showed that all of the students had chores or responsibilities at home in school, or in the community. Most of them said that they always or usually fulfilled their obligations. The areas where students tended to be less responsible all related to school: turning in assignments, bringing necessary materials, and turning in neat and organized work.

Probable Causes

There are many underlying causes that contribute to the problem of students' lack of responsibility in academics and behavior. Most researchers suggest that the problem begins at home with the parent-child relationship. Teacher-parent relationships also shape the child's attitude towards school. Another factor is the influence of the media and society as a whole and the role it takes in the lives of children. Decline in motivation by students towards school because it is not challenging or relevant helps contribute to the problem.

Lickona (1991) cites one major cause for the decline in responsibility shown by children is their family life. Families aren't meeting the basic physical and emotional needs of children (p. 34). Lickona (1991) further states poor parenting as a major reason (p. 4) in the decline of responsibility. "Some studies report a 50 percent decrease in the past 30 years in the amount of time parents are spending with their kids in constructive activities" (Garbarino, 1997, p. 14). Parents are spending less time at home due to two income families, single parent homes, and/or divorce. Lickona (1991) states that many parents over schedule themselves and their children to the point that parent-child face-to-face communication nearly disappears (p. 33). For the first time in history, more then half of all children under 18 have a mother who works outside the home (p. 31). There are more than eight million latch key children in the United States (p. 32). Divorce and single parent homes are becoming the norm. One in every two U.S. marriages ends in divorce (p. 31). Sixty percent of children whose families break up will spend the rest of their lives in a single parent home (p. 31).

The relationship between parent and child and how they interact when there is a problem is a major key to the child's development. Lickona (1991) states that the quality of parenting is the best indicator of whether a child will get into trouble (p. 31). Parental behavior and personal self-absorption can create a negative role model for the children and less time in the home (Lasley, 1997, p. 655). Parents have also lost their confidence in their own authority because of confusion of their own values, the seeming laxness of other parents, and the fear that their children won' t listen to them (Lickona, 1991, p. 34). When children don't have a close relationship with their parents, they are more likely to

be swayed by peer pressure (Lickona, 1991, p. 33). Children who lack adult supervision are more vulnerable to the negative influences of society (Garbarino, 1997, p. 14).

According to Rimm (1997), other problems within the family deal with the unrealistic expectations of parents. Some children have stopped striving for perfection because of the belief that parents expect more than the child can produce (p. 20). They try hard to be perfect. When they cannot reach that unrealistic goal, they stop trying. Some overprotective parents do too much for the child so that the child never tries anything on his or her own (p. 20). There is also a tendency to label children within the family, i.e. "the smart one" or " the dumb one" (p. 20). Children live up or down to that label.

More problems occur when the parents do not support the teachers of the school (Rimm, 1997, p. 20). Teachers can no longer assume that they will get support from the family (Lickona, 1991, p. 35). According to Langdon (1997), in the Phi Delta Kappa Poll of Teachers' Attitudes toward the Public Schools, the problem that teachers most identified throughout a 12 year period was the lack of interest and support from parents (p. 214). Only 41 percent of the teachers surveyed felt that parents would back them if a child misbehaved at school (p. 214). Langdon (1997) further notes that fifty three percent said that parents would back them if a child weren't working hard enough at schoolwork (p. 214). One teacher from the poll, however, stated "...if [parents] would give us their support, find their child a place to study, sign the things that needed to be signed, appear at school now and then, it would let the child know that education is important..." (Langdon, 1997, p. 214).

A second factor is the influence of the media and the prominent place it occupies in the lives of children. Typically, an elementary school child spends 30 hours a week watching television (Lickona, 1991, p. 5). Today's students are constantly bombarded by fast-moving commercial messages meant to influence (Carr, 1997, p. 17). Negative values such as greed, materialism, and violence have been romanticized by the entertainment industry and have played a significant role in shaping student attitudes (Romanowski, 1996, p. 48). There is an increase in the amount of violence on television and in video games (Lamme, 1996, p. 411). Seeing so much violence desensitizes children to their own pain and the pain of others (Berreth and Berman, 1997, p. 25). Today's culture is sending a strong message, "If it feels good, do it" (Lasley, 1997, p. 655). This message conflicts with the ideals that schools are trying to teach.

Garbarino (1997) notes that there is also an overall decline in the well being of society (p. 13). The index for Social Health of the United Sates showed a decline from 74 to 41 in the overall well being of our society since 1970 (p. 13). Social maladies include "violence, drug abuse, illegitimacy, promiscuity, abusive attitudes toward people of different backgrounds, alcoholism, and poor academic performance" (Etzioni, 1995, p. 225). "Today's children are facing a complex world, confronting more temptations, and facing more decisions than previous generations" (Tyree, Vance, and McJunkin, 1997, p. 215). Lickona (1991) has identified ten troubling youth trends that are on the rise. These include violence and vandalism, stealing, cheating, disrespect for authority, peer cruelty, bigotry, bad language, sexual precocity and abuse, increasing self-centeredness and declining civic responsibility, and self-destructive behavior (p. 13-19).

Society has started to emphasize self-interest and material goods (Berreth and

Berman, 1997, p. 24). "Young people are easily seduced by a material culture that promotes instant gratification" (Berreth and Berman, 1997, p. 25). Money is increasingly driving our society and shaping the values and goals of our youth (Lickona, 1991, p. 5). Making money has become a justification for breaking all the rules (Lickona, 1991, p.5). People want the prize without putting forth the work necessary to earn that prize. Some students haven't learned about hard work and don't make a connection between effort and outcome (Rimm, 1997, p. 18).

Student attitudes toward school also effect what effort they put into it. Today's students are very different from those in the past. They don't view school as a place to learn (Bacon, 1993, p.207). When students interviewed talked about something they learned, it was generally something outside of school (Bacon, 1993, p. 208). They view school as not challenging, and it doesn't allow them enough control to make the work challenging (Bacon, 1993, p. 207). If they are not challenged, they don't need to make an effort (Bacon, 1993, p. 209). Students view what they are doing in school as not relevant to real life. There is no transfer to what they do outside of school (Bacon, 1993, p. 208). Students also feel that they have no control in school. " More often than not the students did not have much interest in what they were doing in school. As a result they often chose not to do the work, thereby, gaining a small measure of control" (Bacon, 1993, p. 208). Middle school environments are characterized by few opportunities for students to make important decisions, excessive rules and discipline, poor student-teacher relationships, homogeneous grouping by abilities, and strict grading practices which contribute to the decline in motivation (Anderman and Maehr, 1994, p. 293).

Students in the middle school often show a decline in motivation. Studies have

shown that students' positive attitudes toward school decrease particularly in the middle school (Anderman, Maehr, 1994, p. 288). These declines are mostly due to contextual and environmental factors not just because of pubertal changes (Anderman, Maehr, 1994, p. 288). Students are afraid to try at school because that means taking a risk which maybe a risk to one's self-esteem and also a risk to how one will be valued in the classroom (Anderman and Maehr, 1994, pp. 290-291). Students will use any strategies or techniques to avoid failure and maintain a sense of self worth (Anderman and Maehr, 1994, p. 291). One of example of this is when a child studies for a test and fails. The next test they will not study and therefore avoid failure because they now have an excuse

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

A review of current literature shows that solutions to increasing student responsibility involve creating a positive, caring classroom environment and engaging student learning by establishing meaningful instructional strategies. Teachers are key to developing a caring community through role modeling and allowing students to make decisions. Student learning can be enhanced through using a variety of strategies such as cooperative learning, multiple intelligence activities, and literature based themes.

Creating the right classroom environment is a key to developing responsibility. The environment can refer to the physical setting or the teacher as a facilitator and role model. Most middle school environments are characterized by few opportunities for students to make important decisions, excessive rules and discipline, poor student – teacher relationships, homogeneous grouping by abilities, and stricter grading practices (Anderman and Maehr, 1994, p. 293). These all contribute to the decline in motivation in the middle school.

Schools and classrooms in which every child feels connected to others, are involved in decision making, and valued as an individual are called "caring communities" (Lewis, Schaps, Watson, 1995, p. 550). Many schools have found that creating a physical environment that promotes responsibility and respect through displays and announcements has helped remind students of acceptable behavior. Sweet Homes School District in New York posted banners around the school and in buses that stated "I AM

RESPONSIBLE FOR MY DAY or I WANT RESPECT AND I SHOW IT" (Lickona, 1991, p. 26). Winkelman Elementary School in Chicago launched a project called "LET'S BE COURTEOUS, LET'S BE CARING" in which the values of courtesy and caring were shown through photo displays, discussions in the classrooms, and private conversations between student and teacher (Lickona, 1991, p. 28).

The teacher creates the environment by being a role model, caregiver, and mentor. This involves treating students with respect, setting a good example, and supporting good behavior (Lickona, 1991, p. 68). Allowing for students' responses, thoughts, and feelings is one way that teachers can show they respect their students (Lickona, 1991, p.74). Helping students succeed and treating them fairly are other ways that teachers can show they care (Lickona, 1991, p.73). When students feel like they are valued members of a caring community, they will be strongly motivated to maintain that community and to learn how to solve problems that arise (Lewis, Schaps, and Watson, 1995, p. 551). The teacher can develop a democratic environment where students are involved in the decision making and share the responsibility for making the classroom a good place to be and to learn (Lickona, 1991, p. 68).

Developing group responsibility can be done by creating the class rules together. Teachers can give students the chance to participate in making decisions about their learning and how they want their classroom (Kohn, 1997, p.432-433). Children learn about responsibility as they make decisions about how their classroom is run (Zachlod, 1996, p. 51). Sharing the responsibilities of classroom housekeeping teaches the students the importance of contributing and giving something back to the class (Henley, 1997,

p. 45). Teachers need to develop rules together with the students so that the rules are initiated by the students rather that forced upon them (Henley, 1997, p. 115). Solomon also suggests that children not only help define the class rules, but consequences for rule violations as well (Solomon, 1997, p.22). When teachers and students formulate rules together, rule making becomes one of the first acts of cooperative and mutual respect in development of a moral community (Lickona, 1991, p.112). Setting goals and rules together makes everyone responsible to act in a way that considers the good for all (Lickona, 1991, p. 104).

There are many benefits to cooperative rule setting. According to Thomas Lickona, it reaches out to the class to form a partnership, working together to create rules that serve the good of the classroom community. It also fosters students' feelings of ownership in the classroom rules and a moral obligation to follow them. Students are better able to understand the values (e.g. respect and responsibility) that lie behind the rules and to generalize responsible rule following beyond the classroom behavior. It helps students learn to think critically about rules and to develop competence at making good rules themselves (Lickona, 1991, p.115). Zachlod states that when given appropriate responsibilities in the classroom, students gain a sense of ownership and self-confidence. With that increased responsibility, students not only gain confidence in their own abilities and ideas, they also learn to help others and learn from others. Increased responsibility also provides the children with opportunities to solve problems by figuring out what works and what doesn't (Zachlod, 1996, p. 51).

Children need to be allowed to make choices in the classroom because it gives them the feeling of control. When children are offered opportunities for self-direction,

they are more likely to take an interest in those things they have developed (Solomon, 1997, p.22). Bacon writes that perception of control is an important factor in responding to one's own behavior (Bacon, 1993, p. 200). Individuals who feel in control are much more willing to accept responsibility for their own behavior (Bacon, 1993, p. 208).

The educator can create a caring community in the classroom by helping students get to know each other and respect and care about each other, so that they feel like part of the group (Lickona, 1991, p. 68). Research shows that teachers who have a thorough knowledge of their students are better at engaging them in formal learning (Williams and Woods, 1997, p. 29). According to an article by Lewis, Schaps and Watson, children need to feel like they belong, and they need to form trusting relationships with others. Students can develop this sense of belonging when they have opportunities to get to know each other and to work with a shared purpose (Lewis, Schaps, and Watson, 1995, p.551).

One way to develop relationships in the classroom and to further the caring community environment is to have class meetings. Children need many opportunities to discuss and apply in daily life such values as responsibility and fairness (Lewis, Schaps, and Watson, 1995, p. 551). Lickona writes that a class meeting is the meeting of the whole class that emphasizes interactive discussion among the class members (Lickona, 1991, p.138). He further states that the class meeting is a practical tool for setting up rules and maintaining good discipline, and makes the classroom a more interesting and enjoyable place for all. It also helps the teacher get to know each student and students get to know and care about each other (Lickona, 1991, p. 159). Lickona views class meetings as one way to improve, through regular face-to-face communication, students' ability to listen respectfully to others and understand their perspectives. It provides a

forum where students' thoughts are valued and where they can gain the self-esteem that comes from learning to express themselves in a group. Class meetings help develop habits of moral judgement, feeling, and behavior through the continuing challenge of putting respect and responsibility into practice in everyday classroom life. Class meetings create the attitudes and skills needed to take part in group decision making and become participating citizens of a democracy (Lickona, 1991, p. 139). According to Lickona, the class meeting, because it regularly calls the group together as a conscious, decision making community, is the single most important support system for eliciting and strengthening student's best values and behaviors (Lickona, 1991, p. 138).

Once a classroom tone has been set, the educator can begin to engage students in learning by using a variety of learning strategies. Good teaching involves moving from "style to style, strategy to strategy, learner to learner to create those climates and implement those strategies most conducive to learning different kinds of objectives (Silver, Hanson, Strong, and Schwartz, 1980, p. 8).

Cooperative learning is one tool that teachers can use to develop responsibility and promote a caring environment. It has become one of the major educational success stories over the past decade (Lemming, 1993, p. 66). According to Bruce Joyce, "Research on cooperative learning is overwhelmingly positive and the cooperative approaches for all curriculum areas" (Bellanca and Fogarty, 1991, p. 278). Teachers can use cooperative learning, and peer tutoring so those students can help each other and feel useful (Henley, p. 1997, p. 45). Lickona advocates the use of cooperative learning to teach children the disposition and skills of helping each other and working together

(Lickona, 1991, p. 70). In cooperative learning, students are responsible not only for their own learning but also the learning of others (Lemming, 1993, p. 66).

There are many benefits to cooperative learning. Lickona writes that it teaches the value of cooperation and shows the students that it is a good thing to help each other. It also builds community in the classroom by helping students get to know each other and feel membership in small groups as well as a large one (Lickona, 1991, p.187-189). According to a study by Johnson and Johnson, it promotes positive interaction among students and helps nurture positive peer relationships (Bellanca and Fogarty, 1991, p. 242). Cooperative learning can be used to teach basic life skills: listening, taking the viewpoint of others, effective communication, conflict resolution, and working together to achieve a common goal (Lickona, 1991, p. 187-189). Furthermore, it improves academic achievement, self-esteem, and attitude towards school (Lickona, 1991, p. 187-189). Students in cooperative learning environments develop stronger academic goals and more pro-social behavior (Bellanca and Fogarty, 1991, p. 242).

Teachers need to develop lessons that reflect individual learning styles. According to an article by Lewis, Schaps, and Watson, children must be treated as whole people who have many needs: social, physical, aesthetic, ethical, and intellectual. They have many different ways to learn. A curriculum that involves other areas like drama, music, art, hands-on activities, and social interaction can engage a wide variety of children (Lewis, Schaps, and Watson, 1995, p. 549). Carolyn Chapman states the educators can promote a variety of intelligences, restructure lessons and units to target different intelligences, and integrate the curriculum around the multiple intelligences.

When this is done, teachers respond better to individual needs and make holistic, learner-centered outcomes (Chapman, 1993, p.18-19).

Instructors need to engage students in deep critical reflection (Kohn, 1997, p. 426). Engaging curriculum allows students to see the purpose of what they are learning, and they can solve problems that interest them and explore issues that are meaningful to their lives (Lewis, Schaps, and Watson, 1995, p. 549). Children need to generate ideas that are meaningful to their lives (Zachlod, 1996, p. 51). Educators could invite children to reflect on complex issues and connect with their own experiences and form questions because children should figure out for themselves what kind of person they ought to be (Kohn, 1997, p. 435). Teachers can encourage reflection through reading, writing, and discussion, decision-making exercises, and debate (Lickona, 1991, p. 70).

Stories have always been a great way to teach values because a good story has the power to capture the imagination, touch the heart, and stir up strong feelings (Lickona, 1991, p. 70). Stories are a natural way to engage and develop the emotional side of the child's character (Lickona, 1991, p. 81). Providing opportunities for children to read and listen to stories that portray different types of conflicts and possible resolutions helps them gain a broadened perspective (Lamme, 1996, p. 413). Book characters can be good role models for children, especially if students are encouraged to think deeply about the reasons for the characters' behaviors and decisions (Lamme, 1996, p. 417). Lamme states, "Books that show both the negative and positive character traits of story characters, that present moral dilemmas, and that show how story characters deal with them are more apt to engage readers in thoughtful analysis of ethical issues," (Lamme,

199, p. 412). To help understand the theme in a book, children need to be able to study story characters and relate the experiences of those characters to their own lives (Lamme, 1996, p. 418).

An article by Lewis, Schaps, and Watson best summarizes what is happening in American education. "In the history of American education, the pendulum has swung back and forth between concern with students' social adjustment." If our country is to move beyond this pattern, these authors suggest that schools must attend simultaneously to the children's intellectual, social, and ethical development (Lewis, Schaps, and Watson, 1995, p. 547).

Project Outcomes and Solution Components

During the period from September 1998 through January 1999, the targeted classes will show an increase in responsibility in academics and behavior. Students will come to class prepared. They will have their class work complete. They will accept responsibility for their actions and for the classroom environment. This will be measured by student surveys, a review of student records, teacher observation, and journal entries.

The following interventions will be made in the classroom environment and in the learning environment.

I. Classroom environment

   A. Create classroom rules together

   B. Assign weekly job responsibilities

   C. Class décor

      1. Motivational posters

      2. Student work displays

3. Job board

D. Class meetings

II. Learning environment

A. Cooperative learning

B. Multiple intelligence activities

C. Journals

1. Reflections

2. Connecting with outside experiences

3. Critical thinking

D. Offering choices

1. In assignments

2. With task groups

E. Connection with literature themes

F. Whole class discussions

1. Open-ended questions

2. Sharing

3. Connecting with outside experiences

4. Critical thinking activities

Action Plan for Interventions

I. Weeks one through three

A. Establish classroom environment

1. Create rules together

2. Explain and assign weekly jobs

3. Positive role modeling

4. Class décor

a. Motivating posters

b. Student work displayed

5. Class meetings (two meetings during a three week period)

B. Establish baseline

1. Student surveys

2. Behavior checklist

3. Review students; records

C. Reflection activities

1. Design journal cover

2. Pair share

D. Instructional strategies

1. Form cooperative learning base groups

2. Team building activities

a. Icebreaker activities

b. Interviews

III. Weeks three through six

A. Classroom environment

1. On-going job display

2. Class décor

3. Display student work

4. Positive role modeling

5. Class meetings

B. Reflection activities through journaling

C. Cooperative learning

1. Continue team building

2. Social skills

a. Following directions

b. Using voices appropriate to the task

c. Doing a job in the group

D. Instructional strategies

1. Activities that allow for choice

2. Peer tutoring for a test review

IV. Weeks six through nine

A. Classroom environment

1. On-going job display

2. Class décor

3. Display student work

4. Positive role modeling

5. Class meetings

B. Reflections

1. Weekly journal

2. Whole class discussion

3. Pair share

C. Cooperative learning

1. On-going base groups
2. Social skills
    a. Accepting other ideas
    b. Taking turns

D. Additional instructional strategies

1. Multiple intelligence lesson
2. Teams, Games, and Tournaments to review for test (TGT)
3. Graphic organizers

V. Weeks thirteen through fifteen

A. Classroom environment

1. On-going job display
2. Class décor
3. Display student work
4. Positive role modeling
5. Class meetings

B. Reflection

1. Weekly journals
2. Whole class discussion

C. Cooperative learning

1. On-going base groups
2. Review all social skills

D. Additional instructional strategies

1. Choice for assignment

2. Connecting with literature

a. Journal

b. Connect with life experiences

c. Graphic organizers

VI. Week sixteen

A. Catch-up work

B. Re-evaluate students

1. Student surveys

2. Behavior checklist

3. Review student records

4. Review student journals

5. Whole class discussions

C. Class meeting (Wrap up)

Methods of assessment

At the end of the sixteen-week period, students will be re-evaluated. They will be given a follow-up survey to complete. The children will be observed by the teacher for responsible behaviors. Student school attendance, grade point averages, and discipline records will be checked. The gathered information will be compared with the beginning baseline to check for growth. Additional information can be found in the journals written by students and teacher anecdotal records.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Interventions

The main objective of this intervention was to increase student responsibility for their own learning and behavior. The four projected outcomes included coming to class prepared, completing class work, accepting responsibility for behavior, and taking responsibility for the classroom environment. This was done by modifying the classroom setting and the learning environment.

To create a caring environment, all three researchers developed student jobs suited to their individual classrooms. Students were given the opportunity to help set up the class rules. The children's work was also displayed throughout the year. Class meetings were held as well. The researchers instituted cooperative learning lessons, multiple intelligence lessons, and thematic literature, in addition to journaling, and allowing for choice. The educators developed interventions best suited to their individual subject matter and teaching styles.

School A

The classroom in School A was set up so desks were arranged in triads. Classroom décor included motivational posters, stressing respect, responsibility and cooperation. The large bulletin board on the south end of the room was split into two sections: one for general school information (calendar, book report dates, disaster drill information, student created rules, and school discipline policies), and the other side for

displaying student work and photos of students actively involved in the learning process. During the first week of interventions, a team building activity, which included interviewing another person in the class, took place. Students took turns introducing their partner to the class. Another icebreaker activity involved writing an autobiographical paragraph that was placed with a photo of each individual in a class directory.

The teacher began the school year with weekly class meetings. After three weeks, time constraints made it impossible to hold weekly meetings. Issues discussed at these meetings included jobs, solutions to classroom problems, homework, and other classroom problems. Students at School A voted and decided those meetings would be held at the end of each six-week grading period.

Students created and defined five class rules early in September (Appendix F). The students enjoyed seeing "their" rules in print on the bulletin board. A list of jobs was displayed, and students immediately responded positively to taking attendance, passing out and collecting papers, passing out journals, checking supplies and checking the bookshelves (Appendix G). After one week, students began asking if they could choose their own jobs; originally they were given jobs by the teacher. The students made positive suggestions that were helpful and efficient.

Early in the first semester, students in this study were asked to define the term's responsibility and cooperation (Appendix H). Discussions and activities were held to illustrate what these two terms looked like in practice. Students were encouraged to make suggestions to improve their learning environment, and they often did. During one activity, Teams Games Tournaments (TGT), students started in base groups and then worked in teams to prepare for spelling tests. The children decided that the desks needed

to be arranged differently so groups would not be located near other groups. They also decided to keep their own scores and tally them up later when they returned to their base groups. Spelling tests became less stressful because of this activity.

Students also seemed eager to help each other and worked well independently and cooperatively. While working on a Timeline Unit students appeared to be excited about the multiple intelligences addressed in that lesson (Appendix I). The following list is an example of the multiple intelligences and the corresponding activity in the Timeline project.

1. Verbal/linguistic: group discussions and final presentation of panel to the class
2. Mathematical/logical: keeping track of a variety of facts from each time period
3. Visual/ spatial: designing and organizing research into four time periods
4. Bodily/kinesthetic: illustrating facts, cutting and pasting, maneuvering around large panels (spread out on floor), getting and returning supplies
5. Naturalistic: including facts that had to do with the environment
6. Musical: after researching facts and constructing timeline, music from the different time periods was played
7. Interpersonal: group work, working as a team
8. Intrapersonal: gathering and recording data on individual basis

Students working on this project had to research facts, and then make a bibliography. All information gathered and documented by individuals was for a four year time period.

Students knew that their facts would be added to the facts of others in their group. These facts would be discussed, organized, illustrated, and then put on a timeline panel that would be created in a cooperative group setting. Students worked diligently to complete their own work so they could get together with a group to plan and design their timeline panel.

Personalizing a writing folder was another successful intervention. Students in School A have a writing folder that is passed on from grade to grade. This writing folder had a plain cover. One of the first activities at the beginning of the action plan was to design a journal cover. Each student agreed that they would like to personalize their folder by selecting illustrations that represented their personalities and interests. Even the most reluctant writers in the class took an interest in cutting and pasting pictures from magazines, and personal photos, and gluing them on their folder. When the student completed the front and back of the folder, the teacher would preserve it by using a clear laminating material. Time was given each Friday for this activity. Students genuinely took pride in their covers and enjoyed explaining to others why they chose a particular picture.

For the most part, students enjoyed journaling, which took place on a daily basis in School A. At the beginning of each class, a prompt was put on the chalkboard and students would respond. Fascinating words (charisma, origami, procrastination, etc.), puzzlers (How much does an elephant's ear weigh? What is Barbie's middle name?), and questions (What would you save if your house caught on fire? Tell me your last dream) were all used as prompts. Stories from Chicken soup for the Teenage Soul and The Book of Virtues were also used as catalysts for writing prompts. Students were encouraged to

come up with entry ideas. Some of their ideas were better than the teacher's. These included jokes, drawings or cut out pictures with comments, personal reflections on current events, and general concerns that face teens today were suggested. Each grading period, a journal log was filled out so students could revisit some of their favorite entries (Appendix J). The students were able to choose the entries that they liked the best to share with the instructor. These logs were read by the teacher who placed a sticker on her favorite entries and then put them in the student's writing folder.

School B

The first part of the intervention dealt with classroom environment. The researcher at School B started the year off by creating a caring classroom. The room was set up with motivational posters that dealt with respect and responsibility. A weekly job board was put up with the following jobs: attendance, paper returner, paper collector, homework hotline, and announcements. Bulletin boards were placed around the room. The assigning of jobs was highly successful. Most of the students checked the board on Monday morning to see if they had a responsibility. Some students even complained if they hadn't had a job in a while. If someone was absent, the teacher always had volunteers ready to take that person's place. Trying to keep track of who did what job, and when, was a challenge. One of the other researchers suggested writing the names on cards and putting what they did on the back of the card to make it easier.

The instructor began the first day of school with a cooperative assignment. Students worked in small groups to develop the classroom rules. The rules were carried over to a whole class discussion. The five rules were be prepared, be polite, be on time, be respectful, and be positive (Appendix K). Students defined the behavior expectations

of each rule. Each class had different expectations for the five rules. They were each given a copy of their class rules. Students also came up with rules for cooperative groups. These included six-inch voices, everyone participates, work only with your group, and stay positive with each other (Appendix L). The children continued to work on social skills through out the action research project during whole class discussions, journal entries, and a looks like, sounds like graphic organizer on appropriate behavior in a group (Appendix M).

The teacher started class meetings the first week. This allowed the instructor to get to know the students better. Every Monday, there was a class meeting for a weekend update. Students would complain if they didn't get a chance to share their weekend adventures. Another teacher happened to be in the room during a weekend update and commented on how he was amazed at what the students would share. To keep the class meeting from consuming a large chunk of time, the teacher would set a timer for ten minutes.

Other class meetings included solving class problems, discussing current events, talking about responsible behaviors, and any other topic that needed to of focus, so that students had an outlet for their opinions. Class meetings became a forum for solving issues within the class. For example, one period was having difficulty settling down to work because they came straight from a noisy lunchroom. Students were given a self-evaluation to examine their own behaviors (Appendix N). This became the topic of the class meeting. The class talked about what the problem was and came up with solutions. They agreed that the instructor would read to them for about five minutes to help calm them down. Another idea was to create a signal to quiet down, which meant turning the

lights out when the teacher wanted the class to become silent. Students also agreed not to yell, "shut up" to other members of the class.

The second part of the interventions dealt with the learning environment. The instructor developed lessons that incorporated cooperative learning, multiple intelligence lessons, journaling, and offering choices. The researcher at School B also used literature to reflect back on responsibility and respect.

Many different styles of cooperative learning were used at School B. This included pair share, peer tutoring, and small groups. Students were divided into base groups. They were also allowed to chose their own task groups at times. For every group activity, students reviewed the cooperative learning rules that they created.

As an icebreaker and group activity at the beginning of the year, students interviewed each other. They made Venn diagrams showing what they had in common as well as their differences. Pictures were taken of the pair and displayed with their diagram. The children each introduced their partner to the class and gave some information about that person.

Students were also put into base groups in social studies and language arts. In language arts the groups worked together to study for the semester exam as well as daily classroom tasks. One goal of the language arts base groups was to study for the unit two exam. Students worked together on the vocabulary, and the groups formed teams to compete in a vocabulary game. They also had to help each other with grammar lessons and story comprehension.

In social studies, base groups were formed for the Renaissance unit. The cooperative learning lesson used Teams, Games, and Tournaments or TGT as part of this

four-week thematic unit. Students studied with their base group but competed against other members of the class in the tournament to bring back points for their group. Each base group came up with their own name. It provided the students with a review after each lesson in the unit.

Lessons were created to reach all of the multiple intelligences: verbal/linguistic, mathematical/logical, visual/spatial, bodily kinesthetic, naturalist, musical, interpersonal, and intrapersonal. Some of the thematic units in social studies had multiple intelligences assignments. Students were also given the choice as to which assignment they wanted to do.

For the Native American unit in social studies, all of the intelligences were touched on (Appendix O). Students were either given the choice to do an assignment that involved a particular intelligence, or that intelligence was focused on during regular class instruction. For verbal/linguistic, students could create their own Native American folk tale or a poem. Students could do a science experiment using vegetables as dye for the mathematical/logical intelligence. To address the musical intelligence, the entire class listened to a tape of Native American music. Students had many choices for bodily/kinesthetic. They could build a Seminole house or longhouse, make a clay pot, carve an apple doll, create a button blanket, or design a sand painting. For the naturalists, one class period focused on how the Native Americans were the earliest conservationists and how they protected the earth. The students that are strong in visual\spatial could take an existing Native American folk tale and make a picture book for it. For the interpersonal intelligence, the children worked in small groups to study for the exam. To

tap into the intrapersonal intelligence, students would make a celebrating differences blanket, which represented their own life and traditions through artwork on the material.

Journals were a key activity at School B. Students started the year off by creating a personalized cover for their journal. Students wrote in their journal twice a week. Writing topics varied according to what was going on in class (Appendix P). Many times they connected with stories that the language arts class was doing. Several entries dealt with how the children viewed themselves. For example, one entry asked students to name their positive and negative personal qualities. The students were also asked to reflect back on their own behavior as in telling about a time when they were in charge and something went wrong. After the writing exercise, there was a whole class discussion on the topic. Sometimes everyone was asked to share. At other times, it was on a volunteer basis.

Literature was used to bring in outside experiences. The teacher did a daily read aloud from The Book of Virtues for Young Children as well as Chicken Soup for the Teenage Soul. The Book of Virtues for Young Children has an entire chapter devoted to responsibility. Students discussed in large groups the themes of some of the stories in addition to writing about the topic in their journals.

To help the class understand what responsibility is, students were given a worksheet and asked to define it as well as give an example of when they were responsible (Appendix H). A whole class discussion followed. After students had come up with their own definition, the instructor read the dictionary definition and a short piece from The Book of Virtues for Young Children, which describes responsibility. This was

followed up during the next week by reading short stories from that book that had themes on responsibility.

Students were given choices in the classroom. Some of the assignments like the multiple intelligence ones gave children a choice in what they wanted to do. The students were also given opportunities to choose their partners or small group members. There were a couple of times when the students were able to dictate the class schedule, for example, putting off a test until the next day.

One entire unit in social studies focused on making choices. In the explorer unit, students were given a list of different activities that were worth various amounts of points (Appendix Q). The children had to do any combination of the assignments in any order to reach their desired goal. The activities ranged from making a time line to drawing a ship or map to making a game that tested a person's knowledge on the explorers. They could also make an advertisement for a ship's crew or a ship's log of events. Students were given three weeks of class time to complete it. Most stayed on task and accomplished their desired goal. The children were able to make a decision about what they were going to do and how they were going to do it.

School C

In order to implement the first part of the interventions, creating a caring classroom environment, the researcher in School C began by setting aside areas of the room and hallway to place students' work. Motivational posters and banners were displayed around the room. These posters and banners dealt with the issues of teamwork, caring, and responsibility. A weekly job chart was posted displaying the following jobs: attendance, collect papers, pass papers, room inspector, homework pal, and alternate.

In order to get the students thinking about ownership of the classroom, the students did a looks like/sounds like T chart describing the characteristics of a positive classroom environment (Appendix M). This was followed by a whole class discussion, and a class T chart was constructed. The T chart was used as a springboard for the next activity, creating the class rules. The rules decided upon were be prepared, be respectful, be on time, be positive, and be safe. There was a class discussion about what each of those rules meant. The first couple of weeks the researcher reminded them of the rules when necessary.

The researcher began the school year by having a weekly class meeting. After two weeks, it became apparent that due to time constraints that it would not be possible to continue with regular meetings. During the rest of the research, class meetings at School C were held on an as needed basis. Goal setting activities, assignments, and current events were discussed at these meetings.

The next part of the intervention related to students' learning. Strategies such as, cooperative learning, multiple intelligence lessons, journals, and choices were employed. In School C these interventions were done in the area of science. The nature of the subject, and the layout of the classroom (lab tables) lent itself to using cooperative learning. Students were heterogeneously placed into base groups and worked with these base groups on most projects. After the groups were established, the class discussed what it meant to work cooperatively, and roles that were necessary for the group to function smoothly were established. The roles agreed upon were writer, reporter, materials manager, and encourager praiser.

The students wrote in their journals daily. Each class period began with a set question: a question to get the students focused and ready to learn. Most times the question was a review of something previously taught; other times it was a reflective journal entry. A couple of examples included, "What do you feel was the most important invention and why?" and, "What type of pollution do you think is the most dangerous and why?"

The unit dealing with the periodic table was designed using the multiple intelligences. The students read short articles about how the chart was organized and what contributions each scientist made. This appealed to the verbal/linguistic learner. The visual/spatial learner enjoyed the activity in which the class cut apart a grid that contained figures with different characteristics. Students then had to find a pattern and put the chart together. This incorporated the constructivist approach to creating the period table. The teacher had a tape called Chemistry Songbag, which was played to appeal to the rhythmic/musical. The bodily/kinesthetic learner benefited from creating a life size Periodic table on the wall in the hallway. The interpersonal intelligence was addressed while working in groups. Students used the intrapersonal intelligence when they reflected back on what they did. These intelligences continued to be woven through out other lessons. Since this activity involved chemistry, it obviously dealt with the logical/mathematical and naturalistic intelligences.

The researcher's district mandates writing and reading across the curriculum. In order to make this a less painful experience, the researcher gave the students a choice as to how to fulfill this requirement. During the time that the students were studying bacteria and viruses, the book The Black Death was read. In conjunction with reading

that book the students were given the choice to write a letter to someone describing what was going on in your town, draw a map of the town layout and discuss why it allowed for the rapid spread of the disease, or write a diary entry about how you feel the spread of the disease could have been prevented (Appendix R).

The literature theme that was presented dealt with conservation of natural resources and being responsible for one's environment. During this time most of the journal entries related to this topic. Several kinds of pollution were discussed. Stories such as Wump World, The Great Kapok Tree, and The Lorax were read. Each story had an activity based on it. Wump World dealt with noise, air, and water pollution. The students were asked to identify each type of pollution, what caused it, why it was a problem, and what could be done to correct it. In The Great Kapok Tree, the book's characters gave reasons why a man should not cut down the tree. The students were given a chart to work on in their base group. They had to list the reason each creature gave to save the tree, if that reason was humanistic or scientific, and, finally, rank the reason from most important too least important. The group had to use cooperative skills to reach consensus. The final story read was The Lorax. The culminating activity for the ecology unit allowed for the students to make choices. They could decide between one of the following projects: write and illustrate an ending to The Lorax, construct an illustrated ABC book using environmental vocabulary words, or write a report about an endangered animal (Appendix S).

Oral presentations using graphic organizers and sharing became common in the researcher's classroom. These activities helped improve students' listening and speaking

skills. Chapters were divided into sections. The sections were given to groups and students were responsible for learning the material and teaching it to the rest of the class.

Presentation and Analysis of Results

In order to assess the interventions, the researchers relied on school records, teacher anecdotal records, student surveys, and a behavior checklist. The teacher records were on-going observations of the classes. The student survey is the same as the pre-intervention survey given to the students at the start of the year. The last assessment was the same behavior checklist used to set the baseline.

When checking student records, the researchers looked at year-to-date grade point averages, attendance, detentions, referrals, and suspensions for the first eighteen weeks as shown in tables 13, 14 and 15 (Appendix T). These tables were then compared with the pre-intervention records shown in chapter 2. It is important to note that tables 13, 14, and 15 represent half of a school year and the pre-intervention records refer to the entire school year.

Table 13

Post-Interventions - School A

STUDENT	GRADE POINT AVERAGE	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	4.7	3.5	0	0	0
2	3.0	2	0	0	0
3	5.0	19.5	0	0	0
4	3.6	5.5	2	0	0
5	2.3	2	3	1	0
6	3.6	7	0	0	0
7	4.3	5	0	0	0
8	3.7	7.5	2	0	0
9	4.9	5	0	0	0
10	4.6	10.5	0	0	0

Information for Table 13 was gathered from school records and street files (individual folders with detention information) over an eighteen-week period. Ninety percent of the students in the study group have grades at or above a 3.0 which was considered average on a 0.0 to 5.0 scale. In comparing school records from the prior year, the researcher noted that five students improved their GPA. Three went lower, and two stayed the same (see Table 1). One student's GPA was below average at 2.3. This student (student number 5) was the only child who was working below grade level at the pre-intervention stage of the research. This particular child participates in class discussions occasionally, but does little or no work in class and only does homework when s/he wants to. Students 3 and 10 have been absent 19.5 and 10.5 days respectively. Student number three had a severe case of pneumonia during the action research and

student number 10 had a broken arm. Both students managed to maintain above average grades in spite of their lengthy absences. There were few or no detentions or referrals issued during the eighteen weeks for the children in this study group. If there were, it was for work completion or not having papers signed by parents. Improper behavior was not a problem with these students.

Table 14

Post-Interventions - School B

STUDENT	GRADE POINT AVERAGE	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	1.4	2	0	0	0
2	2.4	13	1	0	0
3	3.9	1	0	0	0
4	3.8	5	0	0	0
5	2.3	1	0	0	0
6	3.4	3	0	0	0
7	3.0	6	0	0	0
8	2.9	1	2	0	0
9	1.02	16	6	1	5
10	3.0	1	0	0	0

The Table 14 refers to post-interventions in School B. In comparing school records from prior year (see Table 2) the researcher found that six students improved their GPA, three went lower, and one stayed the same. Attendance generally stayed the same. Two students continued to show a serious problem with attendance.

Over half of the children observed had improved behavior with few or no detentions, referrals, and suspensions.

Table 15

Post-Interventions - School C

STUDENT	GRADE POINT AVERAGE	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	3.8	1	0	0	0
2	3.7	5	0	0	0
3	1.8	13	1	1	0
4	2	4	0	0	0
5	3.9	0	0	0	0
6	3.3	10	0	0	0
7	2.1	0	0	0	0
8	1.4	4	0	1	0
9	3.6	0	0	0	0
10	1.1	1	0	3	0

Information provided in Table 15, for school C, shows the cumulative grade point average, attendance, and behavior records from the first semester of the 1998-99 school year. Forty percent of the students stayed the same or increased their cumulative GPA There was a sixty-percent decrease in grade point averages possibly because in sixth grade these students were in self-contained classrooms and this year they switch classes and teachers. The category of attendance shows a significant change; however, this is due to the fact that the pre-intervention history reflected all of the 1997-98 school year, and the post interventions history only included the first semester of the 1998-99 school year. One student had more referrals and one suspension. These were due to failure to do work, not for disciplinary reasons. The other categories remained stable

The table below shows what behaviors the teachers in all three schools observed after eighteen weeks (Appendix U). This is the same checklist that was used at the beginning of the interventions to set the baseline.

Table 16

Teacher Checklist 1998-1999, Post Intervention - School A

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASION-ALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
Gets along with other students? (respectfulness)					1	9
Gets along with the teacher? (respectfulness)						10
Accepts Responsibility for behavior?	1	1	1	1	1	5
Speaks up for his/her own ideas in a positive manner?		1	2	1	1	5
Participation in class discussion in positive manner (offer to ask and answer meaningful questions?		1	1	1		7
Prepared for class (supplies, books, etc.)?	1		2	1		5
Finishes schoolwork (includes homework)?		2	1	1	1	5
Student is neat and organized (schoolwork, work area, etc.)?		1	1	1		7
On task, pays attention to class activities (peers and teacher)?		1	1	1	2	5
Works well in a group-teamwork?					3	7
Spends time helping others?			2	1	1	6
Uses time wisely (tardiness, finds an appropriate activity to do when work is completed)?	1		2	1		6
Shows interest in being a leader?	2	2	1			5

Post-interventions from School A were recorded in Table A after eighteen weeks. Behaviors that were observed included responsible behavior, ownership, and work completion. Overall, the group studied appeared to get along with their teacher and their peers. They also worked well in groups. Students scored high in class participation,

speaking up for his/her own ideas, using time wisely, and being on task. The lowest scores in the pre-intervention checklist were in the area of " spends time helping others and leadership qualities." There appeared to have been improvement in these areas during the last semester. Leadership was one of the greatest areas of improvement.

Table 17

Teacher Checklist 1998-1999, Post Intervention - School B

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASION-ALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
Gets along with other students? (respectfulness)				1	4	5
Gets along with the teacher? (respectfulness)					2	8
Accepts Responsibility for behavior?				1	6	3
Speaks up for his/her own ideas in a positive manner?		1	4	3		2
Participation in class discussion in positive manner (offer to ask and answer meaningful questions?		1	1	3	3	2
Prepared for class (supplies, books, etc.)?					1	9
Finishes schoolwork (includes homework)?				1	4	5
Student is neat and organized (schoolwork, work area, etc.)?					5	5
On task, pays attention to class activities (peers and teacher)?				1	5	4
Works well in a group-teamwork?			1	1	3	5
Spends time helping others?	1	1	1	5		2
Uses time wisely (tardiness, finds an appropriate activity to do when work is completed)			1	1	4	4
Shows interest in being a leader?	1	5	2			2

In Table 17, students at School B showed some growth in responsible behavior. The biggest growth was observed in the girls. They became more vocal in the classroom and stood up for their own ideas. They also were more likely to accept responsibility.

There was also major growth in being prepared for class and neatness. Another area that improved was homework completion.

Table 18

Teacher Checklist 1998-1999, Post Interventions - School C

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
Gets along with other students? (respectfulness)				1	5	4
Gets along with the teacher? (respectfulness)				1	4	5
Accepts Responsibility for behavior?			1	1	5	3
Speaks up for his/her own ideas in a positive manner?		1	1	2	4	2
Participation in class discussion in positive manner (offer to ask and answer meaningful questions?		1		3	2	4
Prepared for class (supplies, books, etc.)?				1	3	6
Student is neat and organized (schoolwork, work area, etc.)?			1	3	2	4
Finishes schoolwork (includes homework)?				2	3	5
On task, pays attention to class activities (peers and teacher)?			1	1	5	3
Works well in a group-teamwork?			1	1	3	5
Spends time helping others?		2		3	1	4
Uses time wisely (tardiness, finds an appropriate activity to do when work is completed).		1	1	2	4	2
Shows interest in being a leader?		2	2	1	5	

Table 18 reflected the teacher's observations of behaviors after interventions. The behaviors dealt with responsibility, ownership, and work completion. The results showed no significant change, however, there was a slight move toward the more desired behaviors. More students were coming to class prepared, completing assignments, and staying on task. Two areas in which the targeted students remained weak were spending time helping others and showing interest in being a leader. Age and classroom situations could be affecting these areas.

At the end of eighteen weeks, students were asked to fill out another survey (see Appendix V). This one asked most of the same questions given in the first survey. The only difference was that the children were asked to give suggests on how they would change the researcher's classroom. The responses are shown in Tables 19, 20, and 21.

Table 19

Results of Post-Intervention Student Survey - School A

QUESTION	YES	NO	ALWAYS	USUALLY	SOME-TIMES	NEVER
1. Do you attend meetings and/ or practices for outside activities?	10		3	4	3	
2. Do you have chores / responsibilities at home?	10					
3. How often did you actually do chores / tasks?			6	3	1	
4. How often did you turn in assigned work this year?			6	1	3	
5. How often did you bring all necessary materials to class?			8	1	1	
6. How often is your work neat and organized?			3	6	1	
7. How often are you on time for school and class?			10			

Table 19 showed students from School A felt they were usually or always very responsible people. Thirty percent of the students reported that they always attend meetings for outside activities. Sixty percent answered that they always do chores/tasks and answered the same for turning in assigned work during the past eighteen weeks. Eighty percent of the students thought they were always prepared for class with necessary materials. Most of the students also believed that they were neat and organized. All the students stated that they were always on time for school and class. The areas that showed the greatest changes were doing chores, bringing necessary materials to class, and coming to class on time.

Table 20

Results of Post-Intervention Student Survey - School B

QUESTION	YES	NO	ALWAYS	USUALLY	SOME-TIMES	NEVER	DID NOT ANSWER
1. Do you attend meetings and/ or practices for outside activities?	8	2	7	1		1	
2. Do you have chores / responsibilities at home?	10						
3. How often did you actually do chores / tasks?				9	1		
4. How often did you turn in assigned work this year?			4	6			
5. How often do you bring all necessary materials to class?			9	1			
6. How often is your work neat and organized?			4	6	1		
7. How often are you on time for school and class?			9	1			

Table 20 showed how students perceived themselves and how responsible they felt they were. The students' survey remained about the same. The only growth shown dealt with doing chores or tasks at home. On the survey, students were asked how they would change the class. Many wrote that they would not change a thing. One student wrote that s/he wanted to have more projects.

Table 21

Results of Post-Intervention Student Survey - School C

QUESTION	YES	NO	ALWAYS	USUALLY	SOME-TIMES	NEVER
1. Do you attend meetings and/ or practices for outside activities?	7	3	5	2		
2. Do you have chores / responsibilities at home?	10					
3. How often did you actually do chores / tasks?			4	6		
4. How often did you turn in assigned work this year?			3	6	1	
5. How often do you bring all necessary materials to class?			5	5		
6. How often is your work neat and organized?			2	6	2	
7. How often are you on time for school and class?			6	4		

Table 21 showed the results of a student survey reflecting their opinions about their own responsibilities. The table showed more students were participating in extra curricular activities and those that do were responsible about attending practices. There had been no change in the number of students having responsibilities at home or in the frequency they do them. The two areas that showed slight change were turning in work and bringing necessary materials. Last year these students remained with one teacher the entire day. This allowed for more contact and a greater possibility to complete work in school. The table showed more students are coming to class prepared.

The researchers felt that the numbers did not reflect the changes that they saw in the students. All three instructors agreed that they developed a better rapport with their students. The classrooms became more student-centered with the students playing a bigger role in the classroom decision-making process.

CONCLUSIONS AND RECOMMENDATIONS

Researchers analyzed each separate intervention and found that all helped, in some way, increase students' responsibility for their learning and behavior. By creating a caring environment students made an investment in their classroom through jobs, creating the rules together, and class meetings. To improve student responsibility for their own learning, teachers used lessons that involved cooperative learning, multiple intelligences, making choices, literature themes, and journaling. One difficulty the researchers faced was identifying which tools were most effective.

All researchers felt that assigning jobs in the classroom was highly successful. Each of the educators agreed that they would continue to do this because it increased student responsibility for their environment, which was one the goals of the action research plan. The instructors would recommend a few modifications. One would include changing it from a weekly job to a period of two weeks. Students indicated that they didn't have enough time to do the job properly, or the job didn't always need to be done. For example, there may not have been any papers to be passed back that week. Another suggested change would include more jobs in the classroom, giving students more responsibility and an opportunity to do a job.

Another intervention that all three researchers found valuable and would recommend to other educators was creating the classroom rules with the students. It was felt that the students followed the rules more since they had say in the creation of those rules. The children found it easy to come up with behavior expectations. It was interesting that what the children came up with was what the teachers had in mind. The

researchers noted that the students were more likely to take responsibility for their own actions.

Class meetings didn't work well for everyone. Researchers at schools A and C ran into time constraints due to 45 minutes class periods. In School B, the instructor had a ninety-minute block to work with and was able to consistently hold weekly meetings. If time were an issue, the teacher at School B would suggest using a timer to keep the class meetings from becoming too long. Researcher B felt that the class meetings made her closer to the children. Students were more at ease with each other in discussing topics in the class, and in working with each other. The teacher has built a better rapport with her students than in previous years.

The researchers modified cooperative learning groups to suit the individual needs of their classrooms. Once cooperative skills were modeled and practiced, the classes developed cohesiveness and students demonstrated greater respect for their peers. It improved behavior because students enjoyed working together and had to work together positively to successfully complete a task. The researchers would suggest using cooperative groups since the children became responsible for learning because they often had to assist someone else, as well as, do their own part.

Designing lessons that involved the multiple intelligences and offering the students choices improved students' responsibility for their learning. Using the multiple intelligence theory, researchers were able to play up their students' strengths. The children demonstrated more effort and ownership of those lessons because they were able to choose something that they were comfortable doing. On some of the student surveys,

the children commented on how much they liked doing the projects. Students showed responsible behavior when they had to make decisions about their learning.

The researchers would strongly recommend using a mixture of literature resources and journal entries to introduce the subject of responsibility. Journaling helped the educators build a bond with their students, which, in turn, developed that caring environment that the researchers had hoped for. Students were able to connect with literature and showed understanding of the themes stressed33 through dialogue in class discussion and the products, which the kids created.

Looking back on the action research plan, the educators felt that they tried to do too much in too short of a time. All three teachers believed that if they had more time, the results would have demonstrated more of an increase in student behavior. Although all of the interventions demonstrated some degree of success, the instructors were overwhelmed with trying to do everything on the action plan. The researchers also wondered how much was due to a natural maturing of the students and how much was due to the interventions.

Overall, the researchers found that the interventions were successful in producing positive change in student behavior. The teachers really enjoyed the changes in the students' attitudes and felt closer to them as a result of the interventions. They also agreed that they would continue to use and develop the strategies outlined in the action research project because of student response.

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APPENDICES

APPENDIX A

Consent to Participate in a Research Study
Saint Xavier University

"Improving Student Responsibility for Learning and Behavior Through Ownership Development"

Dear Parents or Guardians,

This letter is submitted regarding plans to conduct a research study involving students at Hadley Jr. High School. I am conducting this study in partial fulfillment of requirements set forth by Saint Xavier University's Master of Arts in Teaching and Leadership Program.

The purpose of the study is to develop and improve the responsibility that students take for their own learning and behavior. The study will take place from September 1998 to January 1999. During this time students will be held accountable for their own academics and actions through surveys, journaling, assigned responsibilities in the classroom, literature units, cooperative learning, and lessons that address individual learning styles.

The study is completely confidential. No names will be used and the school itself will not be identified except to say it is a suburban middle school in a metropolitan area. I will only take a sample of the students involved in the study. Your child may or may not be included in the report. There is no cost involved with the project, and students will receive no compensation for participation in the project other than to gain an enriching educational experience.

In compliance with guidelines set forth by Saint Xavier University, permission from a parent or guardian, to participate in this study, is required. If you have any questions, please call me at School phone number.

Thank you for your cooperation in helping me implement this research project. Please complete the bottom portion of this letter and return it by Wednesday.

Sincerely,

Signature
School

I, the parent/legal guardian of the minor named below, acknowledge that the teacher has explained this research project, and offered to answer any questions I may have about the nature of my child's participation. I give permission for my child to participate in this study. I understand all information gathered during the project would be completely confidential (or anonymous). I further understand that I may withdraw data at anytime.

_____
Name of Minor Participant

_____ _____
Signature of Parent/Legal Guardian Date

APPENDIX B

Student Prior History

Pre-Interventions Prior History
SCHOOL _____

STUDENT	GPA	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

SS

Pre-Interventions Prior History

SCHOOL A

STUDENT	GPA	ATTENDANCE *	DETENTIONS	REFERRALS	SUSPENSIONS
1	4.6	11.5	0	0	0
2	4.6	2	0	0	0
3	4.9	11.5	0	0	0
4	3.6	13	2 work completion	0	0
5	2.8	6	5 work completion	2 missed serving detentions	1
6	4.0	5	0	0	0
7	4	3.5	0	0	0
8	3.4	18.5	0	0	0
9	4.9	12	0	0	0
10	4.5	20.5	0	0	0

* 176 days

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Pre-Interventions Prior History
SCHOOL B

STUDENT	GPA	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	1.769	40	1	0	0
2	2.214	26.5	0	0	0
3	3.593	4.0	0	0	0
4	3.107	8.5	0	0	0
5	2.821	4.0	7	1	1
6	2.714	2.0	1	0	0
7	2.464	10.5	3	0	0
8	2.857	4.5	4	1	0
9	1.643	19.0	3	0	0
10	3.143	1.0	0	0	0

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Pre-Interventions Prior History
SCHOOL C

STUDENT	GPA	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	3.6	2 days	0	0	0
2	3.6	10	0	1	0
3	2.4	26	1	0	0
4	2.2	14	0	0	0
5	3.9	0	0	0	0
6	2.9	8	0	0	0
7	2.3	3	1	0	0
8	2.1	3	0	0	0
9	3.75	5	0	0	0
10	1.9	1	0	0	0

APPENDIX C

Previous Teacher Checklist

PREVIOUS TEACHER CHECKLIST-FEEDBACK FOR RESPONSIBLE STUDENT BEHAVIOR

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)						
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)						
ACCEPT RESPONSIBILITY FOR BEHAVIOR?						
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?						
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)						
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?						
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?						
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?						
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?						
WORKS WELL IN A GROUP–TEAMWORK?						
SPENDS TIME HELPING OTHERS?						
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?						
SHOWS INTEREST IN BEING A LEADER?						

Previous Teacher Checklist

PREVIOUS TEACHER CHECKLIST FEEDBACK 1997-98
FOR RESPONSIBLE STUDENT BEHAVIOR
SCHOOL A___ ___

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)					✓✓ 2	✓✓✓ ✓✓✓ 5
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)					✓ 1	✓✓ ✓✓ ✓ 8
ACCEPT RESPONSIBILITY FOR BEHAVIOR?		✓✓ 2			✓✓ 2	✓✓ ✓✓ 6
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?			✓ 1	✓✓ 2	✓ 1	✓ ✓✓ 5
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)			✓ 1	✓ ✓ 2	✓ 1	✓✓ ✓✓ 6
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?		✓ 1		✓ 1	✓✓✓ 3	✓ ✓ 5
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?		✓✓ 2			✓ 1	✓✓✓ 3
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?		✓ 1		✓ 1	✓✓ 2	✓ ✓✓ 3
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?			✓ 1		✓✓✓ 3	✓✓✓ ✓✓✓ 6
WORKS WELL IN A GROUP–TEAMWORK?		✓ 1		✓ 1	✓ 1	✓ ✓✓ 4
SPENDS TIME HELPING OTHERS?		✓ 1		✓✓✓ 3	✓✓ 2	✓ 2
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?		✓ ✓ 2				✓✓ ✓ ✓ ✓ 5
SHOWS INTEREST IN BEING A LEADER?		✓✓ 2	✓✓ 2	✓ 1		✓ ✓ 3

out of 10 students

Previous Teacher Checklist

Table _____

PREVIOUS TEACHER CHECKLIST-FEEDBACK
FOR RESPONSIBLE STUDENT BEHAVIOR
SCHOOL B

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5	
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)			1	2	8	11	
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)				3	4	15	
ACCEPT RESPONSIBILITY FOR BEHAVIOR?		1	2	5	1	13	
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?		3	6	2	3	9	
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)	1	6	2	4	0	9	
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?		2		4	7	9	
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?		2		2	9	9	
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?		2	1	2	9	7	1 NA
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?		1	1	4	5	10	1 NA
WORKS WELL IN A GROUP–TEAMWORK?		1	3	3	5	9	1 NA
SPENDS TIME HELPING OTHERS?		8	1	6	2	5	
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?		4	2	3	6	7	
SHOWS INTEREST IN BEING A LEADER?	5	2	6	3	1	4	negative leade

Previous Teacher Checklist

Table _____
PREVIOUS TEACHER CHECKLIST-FEEDBACK
FOR RESPONSIBLE STUDENT BEHAVIOR
SCHOOL C 97-98

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASION ALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)			1		1111	1111
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)					111	1111 111
ACCEPT RESPONSIBILITY FOR BEHAVIOR?	1			1	1111	111
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?		1		11	1111	111
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)			1	11	1111	111
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?				1	1111 11	11
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?				11	1111	111
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?			1	11	1111	111
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?			1	1	1111 1	11
WORKS WELL IN A GROUP--TEAMWORK?		1			1111 1	1111
SPENDS TIME HELPING OTHERS?		11	1	1	1111	111
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?		1		111	111	111
SHOWS INTEREST IN BEING A LEADER?		11	11	11	111	1

APPENDIX D

Pre-intervention Teacher Checklist

TEACHER CHECKLIST
FOR RESPONSIBLE STUDENT BEHAVIOR
SCHOOL _____

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)						
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)						
ACCEPT RESPONSIBILITY FOR BEHAVIOR?						
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?						
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)						
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?						
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?						
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?						
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?						
WORKS WELL IN A GROUP--TEAMWORK?						
SPENDS TIME HELPING OTHERS?						
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?						
SHOWS INTEREST IN BEING A LEADER?						

Pre-intervention Teacher Checklist

TEACHER CHECKLIST FOR RESPONSIBLE STUDENT BEHAVIOR
SCHOOL A

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)				✓	✓ ✓ ✓	✓ ✓ ✓ ✓
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)					✓	✓ ✓ ✓ ✓ ✓ ✓
ACCEPT RESPONSIBILITY FOR BEHAVIOR?		✓ ✓	✓		✓ ✓	✓ ✓ ✓
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?					✓	✓ ✓ ✓ ✓ ✓
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)					✓ ✓	✓ ✓ ✓ ✓
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?			✓	✓ ✓	✓ ✓ ✓	✓ ✓ ✓
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?		✓		✓ ✓	✓ ✓ ✓	✓ ✓ ✓
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?				✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?				✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
WORKS WELL IN A GROUP–TEAMWORK?					✓ ✓	✓ ✓ ✓ ✓
SPENDS TIME HELPING OTHERS?		✓	✓	✓ ✓ ✓	✓	✓ ✓
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?		✓	✓ ✓		✓ ✓ ✓	✓ ✓ ✓
SHOWS INTEREST IN BEING A LEADER?		✓ ✓ ✓		✓ ✓ ✓		✓ ✓

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Pre-intervention Teacher Checklist

3

TEACHER CHECKLIST FOR RESPONSIBLE STUDENT BEHAVIOR
SCHOOL 13

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)				2	3	5
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)				1	2	7
ACCEPT RESPONSIBILITY FOR BEHAVIOR?		1		2	2	5
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?		1		6	2	1
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)	1		2	3	1	3
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?					5	5
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?				3	1	6
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?				3	1	6
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?			0	1	3	5
WORKS WELL IN A GROUP–TEAMWORK?			0	1	3	5
SPENDS TIME HELPING OTHERS?		1	3		2	4
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?		1		2	2	5
SHOWS INTEREST IN BEING A LEADER?	1	2	1	3	2	1

Pre-intervention Teacher Checklist

TEACHER CHECKLIST FOR RESPONSIBLE STUDENT BEHAVIOR
SCHOOL C

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)				II (2)	IIII (4)	IIII (5)
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)					III (3)	IIII II (7)
ACCEPT RESPONSIBILITY FOR BEHAVIOR?				IIII (5)	I (1)	IIII (4)
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?				IIII (4)	II (2)	IIII (4)
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)			II (2)	II (2)	I (1)	IIII (5)
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?			I (1)	III (3)	I (1)	IIII (5)
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?		I (1)	II (2)	II (2)	I (1)	IIII (4)
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?		I (1)	II (2)	II (2)	I (1)	IIII (4)
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?			II (2)	II (2)	II (2)	IIII (4)
WORKS WELL IN A GROUP–TEAMWORK?			II (2)	I (1)	III (3)	IIII (4)
SPENDS TIME HELPING OTHERS?		III (3)	I (1)	III (3)	II (2)	I (1)
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?		III (3)		II (2)	I (1)	IIII (4)
SHOWS INTEREST IN BEING A LEADER?		III (3)	I (1)	I (1)	IIII (4)	I (1)

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APPENDIX E

Pre-intervention Student Survey

Name: Class:
Date:

Pre-Intervention
Student Survey

1. Name any activities in and outside of school that you participate in.

2. Do you attend meetings and/or practices for the above activities?

_____always _____usually _____sometimes _____never

3. Do you have chores/responsibilities at home?

_____yes _____no

4. What are these chores/responsibilities?

5. How often are you expected to do these chores or tasks?

6. How often do you **actually do** them?

_____always _____usually _____sometimes _____never

7. How often did you turn in assigned work last year?

_____always _____usually _____sometimes _____never

8. How often do you bring all necessary materials (books, writing materials, paper, etc.) to class?

_____always _____usually _____sometimes _____never

Pre-intervention Student Survey

9. How often is your work neat and organized?

_____always _____usually _____sometimes _____never

10. How often are you on time for school and class?

_____always _____usually _____sometimes _____never

11. List some things that you think you do well?

12. Who do you admire and why?

13. If you were given the chance to create the "perfect" classroom, what would it be like. BE HONEST AND REALISTIC. Explain your reasons.

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RESULTS OF PRE-INTERVENTION STUDENT SURVEY

QUESTION	YES	NO	ALWAYS	USUALLY	SOMETIMES	NEVER
1. Do you attend meetings and/or practices for outside activities?						
2. Do you have chores/ responsibilities at home? 3. How often do you actually do chores/tasks? 4. How often did you turn in assigned work last year? 5. How often do you bring all necessary materials to class? 6. How often is your work neat and organized? 7. How often are you on time for school and class?						

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RESULTS OF PRE-INTERVENTION STUDENT SURVEY
SCHOOL A

QUESTION	YES	NO	ALWAYS	USUALLY	SOMETIMES	NEVER
1. Do you attend meetings and/or practices for outside activities?	8	2	6	4		
2. Do you have chores/ responsibilities at home?	10					
3. How often do you actually do chores/tasks?			2	6	2	
4. How often did you turn in assigned work last year?			6	2	2	
5. How often do you bring all necessary materials to class?			4	6		
6. How often is your work neat and organized?			1	8	1	
7. How often are you on time for school and class?			7	3		

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RESULTS OF PRE-INTERVENTION STUDENT SURVEY
SCHOOL Site B

QUESTION	YES	NO	ALWAYS	USUALLY	SOMETIMES	NEVER
1. Do you attend meetings and/or practices for outside activities?	9	1	5	2	0	2
2. Do you have chores/ responsibilities at home?	10					
3. How often do you actually do chores/tasks?			10	6	2	
4. How often did you turn in assigned work last year?			4	6		
5. How often do you bring all necessary materials to class?			8	2		
6. How often is your work neat and organized?			4	6		
7. How often are you on time for school and class?			10			

INA

RESULTS OF PRE-INTERVENTION STUDENT SURVEY
SCHOOL C

QUESTION	YES	NO	ALWAYS	USUALLY	SOMETIMES	NEVER
1. Do you attend meetings and/or practices for outside activities?	15	12	4	1		
2. Do you have chores/ responsibilities at home?	10					
3. How often do you actually do chores/tasks?			4	6		
4. How often did you turn in assigned work last year?			5	3	2	
5. How often do you bring all necessary materials to class?			3	6	2	
6. How often is your work neat and organized?			1	6	3	
7. How often are you on time for school and class?			8	2		

APPENDIX F
School A and C Rules

Give Me Five.. And We'll be Fine!!!
(Five Words to live by in 110)

1. Be Prepared I should have..

2. Be Respectful Which means..

3. Be On Time I should..

4. Be Positive When I am..

5. Be Safe I should not..

APPENDIX G
School C Jobs

JOB DESCRIPTION

ATTENDANCE: after the bell rings, take my seating chart and check to see who is here. If someone is absent, write their name on the board along with the class period. Then, check the attendance sheet. If someone is absent and NOT on the attendance sheet, notify me.

PAPER PASSER: check the OUT box when you come in. If there is something in there for your class period, take it out and QUIETLY return it to its' owner. If I have worksheets to pass out, pass them out QUIETLY.

PAPER COLLECTOR: when I ask people to put their papers in the middle of the table, QUIETLY go around and collect them. Put a paper clip on them and put them in the IN box.

HOMEWORK PAL: If any homework sheets are passed out, check the front board, take a sheet for anyone that is absent. Write their name on it and put it in the make-up envelope. If we do a lab or a write up, take out a sheet to paper and write the persons name on it and write lab write -up or lab.

ROOM INSPECTOR/ DOOR OPENER: A minute or two before the bell rings, check the floors for litter. Nicely, ask the person to pick it up. Also, hook the door open.

ALTERNATE: THIS IS A VERY IMPORTANT JOB !!! If any of the people assigned to do the above jobs is absent, you need to take over for them.

THANKS FOR HELPING TO MAKE OUR ROOM
A NICE PLACE TO BE

APPENDIX H

Responsibility Worksheets

What is Responsibility?

In your own words, describe what the word ***responsibility*** means.

Find the word ***responsibility*** in a dictionary and write its definition below.

Describe a time when you acted responsibly.

Describe a time when you were not very responsible.

Teaching Values—Reaching Kids
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APPENDIX I

LESSON PLANS

TIMELINE UNIT

DATE: March CLASS : Language Arts-7th grade

RATIONALE: Why lesson is to be done, why it is important to student.

This cross-curricular unit/activity will be used to reinforce the connection between multiple subjects. The connection between key vocabulary terms (dealing with time), social studies facts, scientific accomplishments, fine arts, economics, mathematical strategies will be emphasized. The major tool to be used will be reading and writing.

LESSON PLAN.

1. OBJECTIVE:
   A. The objects of this unit are to introduce the students to a variety of activities that will culminate in the creation of a timeline panel. This panel will be added to other panels created by other 7th graders on their Team and the other 2 Teams.
   B. The different activities are:
      1. Introduction to Lesson 21-Time and Measurement vocabulary.
      2. Timeline practice activity.
      3. "Me" Timeline activity.
      4. Reference Skills-Review
      5. Bibliography practice (documenting sources, writing slips, organizing and alphabetizing)
      6. Introducing The Reader's Guide (which they have never used before).
      7. Timeline Mural Project (cooperative groups, rubrics, individual and group assessment).

II. MATERIALS TO BE USED:
See attached sheets

III. PROCEDURES:
   A. BEFORE THE LESSON:
      1. Review...establish a baseline (schema)
      2. Anticipatory set..
         Mention that the skills in this unit will be used again and again in 8th grade and high school.

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B. DURING THE LESSON:
   1. Modeling/Demonstration (using examples and diagrams, samples from previous years, rubrics)
   2. GUIDED PRACTICE (ask students questions along the way to see what they already know or remember about similar activities they did in the past.
   3. CHECK FOR UNDERSTANDING (after introducing each part of the unit, stop and ask for feedback--especially on Reader's Guide and Timeline project (new concepts and multiple step activities). Review cooperative learning skills.
   4. INDEPENDENT PRACTICE: time and measurement homework sheet, practice sheet for reference works, timeline research, creating timeline panel. Incorporating multiple intelligence activities.

C. AFTER THE LESSON:
   1. Closure: make sure that on project activities there is at least 5 minutes to review current day activities-"status of the class."
   2. Method of Evaluation: Grade on worksheets, rubric on Reader's Guide assignment, rubric for "Me" timeline, rubric for Timeline project, self-evaluation on Timeline project, Group evaluation (anonymously) on Timeline project. ***ENGAGED LEARNING INDICATORS-teacher evaluation of different activities in unit.
   3. Enrichment on assignment: consider suggestions from students on how to improve any of the parts of the unit. Play music from different time periods (TV shows, movies, classical, Pop, Rock, Rap, alternative) while students are putting together their panels). Offer computer assistance to those students who do not have access to home computers.

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TIMELINE MURAL PROJECT

1) You are expected to be a CONTRIBUTING member of a COOPERATIVE GROUP who will be working together to plan and complete a section of a time line mural.

2) Your GROUP will have the responsibility of presenting a VARIETY of interesting facts to represent the following areas for the time period of your mural section:

FINE ARTS (artists, performers)	POLITICAL (world leaders, dictators)	
SCIENTIFIC discoveries & inventions	SPORTS	WARS / CONFLICTS
Natural DISASTERS	ECONOMICS (Great Depression)	

3) YOU, (each group member) have the RESPONSIBILITY of completing the following:

⇒ Locate 6 different facts, or more, for the time period. Four (4) of these facts MUST be in different years and subject areas.

⇒ You MUST USE a minimum of 4 different sources for this assignment, filling out the appropriate BIBLIOGRAPHIC SLIPS for each source used. (remember to note pages)

⇒ You must also keep a record of these facts on a sheet of paper to give to your group leader, carefully recording the year and fact <u>accurately.</u> Be sure to carefully copy the accurate spelling of names, events, places and dates.

⇒ You (each person) are to make a <u>FINAL BIBLIOGRAPHY</u> of the sources you used to contribute to your group's mural-project. Staple the practice slips to the backside of the final assignment. A rough-draft is NOT assigned, but encouraged, and will be checked, if desired.

⇒ You will also receive a grade for your contribution to your group's actual mural section, the accuracy of your information, and your part in the group's mural presentation. Each group member will evaluate ALL group members on their participation in this cooperative activity

⇒ The group leader will coordinate assigning/ volunteering of jobs. Jobs: get & replace supplies; neatly record the text of the facts; make pictures to illustrate mural information; ***make a poster*** to advertise your section; be the group's presenter at the conclusion of the activity.

⇒ MURAL WORK : group should share individual facts and decide which will be used for the mural. After the group selects facts (approximately 16-18) some should be marked to be used as illustrations, pictures, etc.. Plans should be made-rough draft- for laying out pictures, writing, coloring, checking for spelling before anyone marks the final timeline panel. With a pencil mark off years and make ruler guidelines where writing will go. Members can go over words with marker later. Pictures can be cut from magazines, hand-drawn, 3-D, copied or cut out of coloring books. REMEMBER, YOU WILL NOT GET ANOTHER PANEL, SO PLAN AHEAD.

PRACTICE TIMELINE DIRECTIONS:

1. First, take a piece of notebook paper and fold it into 4 equal sections. graphic organizer

2. In each box, write 3-year dates starting at your birth and ending with this year.

3. On this planning sheet, for each year, list one significant event from your life. You should be striving for variety of events. You cannot use school years more than once (exception: entering kindergarten or junior high). You can list birth of siblings, but add other events to create variety.

4. On the pre-marked paper, label the years (NEVER SPLIT A YEAR): first mark birthdate; then each year of your life.

5. Carefully, fill in at least one significant event for each year—neatly placing the events on the timeline.

6. You need a minimum of 14 events. Illustrate at least 5 of the events to make the timeline more interesting. Make the illustrations in color.

7. LABEL the timeline with your name somewhere near the upper right hand corner of the page.

8. Be sure that all work is legible and done neatly.

9. CUT OUT AND ATTACH THE FOLLOWING RUBRIC WHEN YOU TURN IN YOUR WORK.

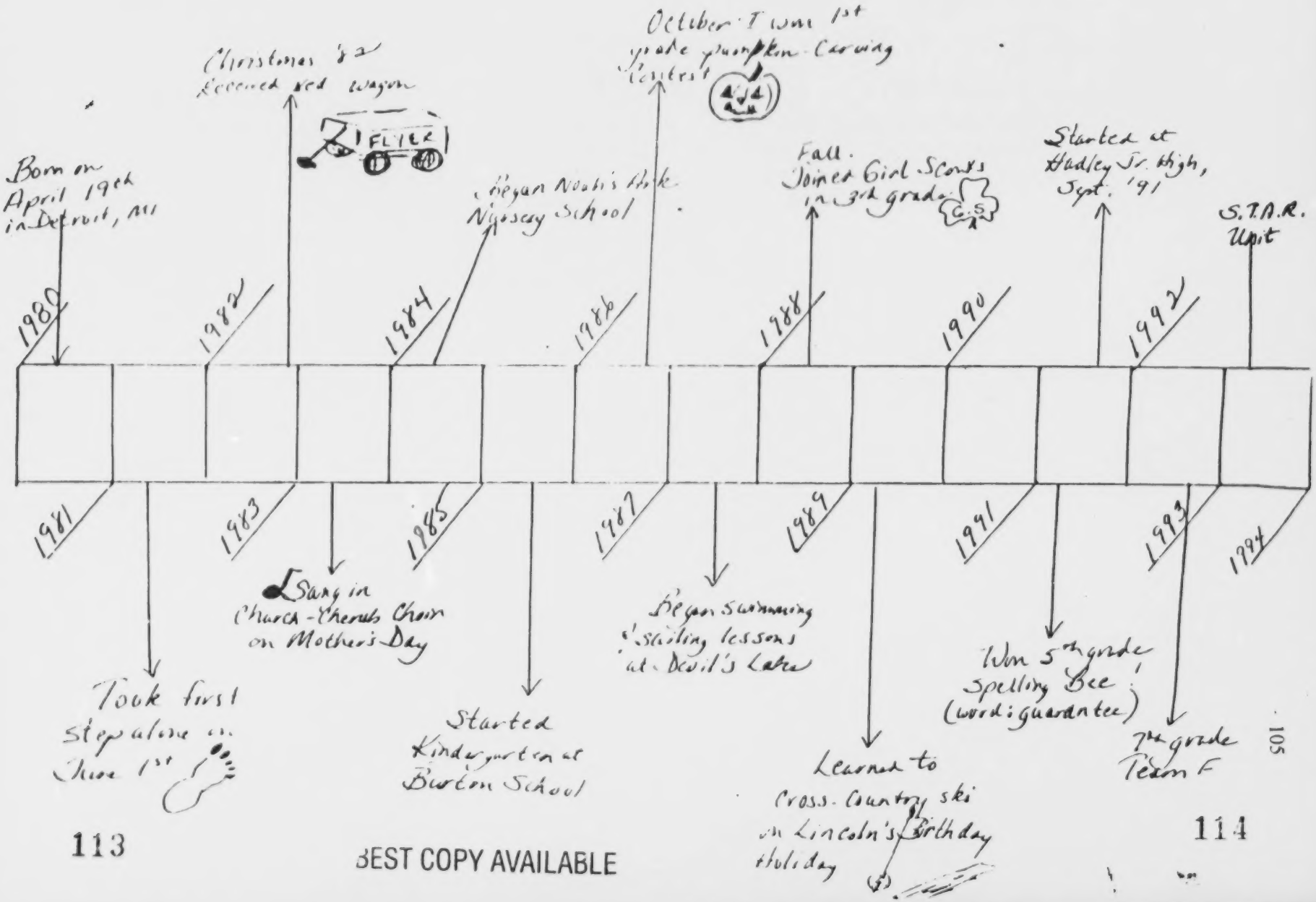
NEATNESS 5 points	14 FACTS 28 points	5 ILLUSTRATIONS 10 points	COLOR 5 points	SPELLING 1 point off for each error	TOTALS

NAME: _____

LANGUAGE ARTS, PERIOD _____

DATE: _____

Name: _____



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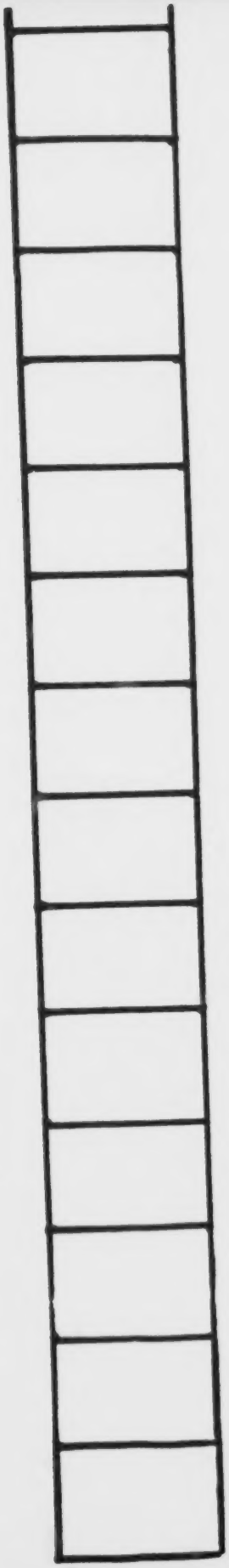

Individual Evaluation for Group Work

PERIOD _____

PROJECT: _____

1. GROUP MEMBERS: _____(YOUR NAME FIRST)

_____

_____

_____

2. WHAT DID YOU DO PERSONALLY FOR THIS GROUP PROJECT?

AT HOME: _____

_____

IN CLASS: _____

_____

3, WHAT WAS THE APPROXIMATE TIME THAT YOU SPENT ON THIS PROJECT _____(HOURS)

4. DID YOU LIKE THIS PROJECT? WHY OR WHY NOT? EXPLAIN _____

_____

5. WHAT DID YOU LEARN? _____

_____

6. WOULD YOU LIKE TO CHANGE ANYTHING _____IF SO, EXPLAIN. _____

_____

7. WHAT GRADE DO YOU THINK YOU EARNED? 5--4--3--2--1

8. LET'S PRETEND.... YOUR GROUP'S PAY FOR THIS PROJECT IS _____X $10 = $_____
HOW WOULD YOU DIVIDE THIS MONEY UP AMONG YOUR GROUP MEMBERS, BASED ON WHAT EACH PERSON CONTRIBUTED?

NAME: _____$_____

NAME: _____$_____

NAME: _____$_____

NAME: _____$_____

NAME: _____$_____

NAME: _____$_____

NAME: _____$_____

NAME: _____$_____

NAME: _____$_____

COOPERATIVE GROUP RATING SHEET

DATE: ___

109

+ MEANS 14.3 POINTS MEANS 7.15 POINTS — MEANS 3.6 POINTS

GROUP #	1	2	3	4	5
GETS STARTED					
EVERYONE PARTICIPATED					
EVERYONE KNOWS JOBS					
SOLVES OWN GROUP PROBLEMS					
EVERYONE COOPERATES					
KEEP NOISE LEVEL DOWN					
ENCOURAGES. SEEN / HEARD					
	120				121
TOTALS	/ 100	/ 100	/ 100	/ 100	/ 100

Rubric for Individual Timeline

Grade

6 FACTS: from your time period, make sense, four of these facts MUST be in different years and subject areas.	30
4 SOURCES USED: punctuation spelling form Slips completed-top & bottom	30
Bibliography: Proper heading, neatly done,(ink or typed) skip lines between entries, margins observed, alphabetized, punctuation, indented.	40
TOTAL	

Rubric for Individual Timeline

Grade

6 FACTS: from your time period, make sense, four of these facts MUST be in different years and subject areas.	30
4 SOURCES USED: punctuation spelling form Slips completed-top & bottom	30
Bibliography: Proper heading, neatly done,(ink or typed) skip lines between entries, margins observed, alphabetized, punctuation, indented.	40
TOTAL	

Rubric for Individual Timeline

Grade

6 FACTS: from your time period, make sense, four of these facts MUST be in different years and subject areas.	30
4 SOURCES USED: punctuation spelling form Slips completed-top & bottom	30
Bibliography: Proper heading, neatly done,(ink or typed) skip lines between entries, margins observed, alphabetized, punctuation, indented.	40
TOTAL	

Rubric for Individual Timeline

Grade

6 FACTS: from your time period, make sense, four of these facts MUST be in different years and subject areas.	30
4 SOURCES USED: punctuation spelling form Slips completed-top & bottom	30
Bibliography: Proper heading, neatly done,(ink or typed) skip lines between entries, margins observed, alphabetized, punctuation, indented.	40
TOTAL	

Journal Entries

_____ *period* _____

DATE:_____

DATE:_____

DATE:_____

DATE:_____

DATE:_____

APPENDIX K
School B Rules

Give me 5... and We'll be Fine!!!

(5 words to live by)

1. BE PREPARED...I should have

2. BE RESPECTFUL...which means

3. BE ON TIME... I should

4. BE POSITIVE...when I am

5. BE POLITE...which means

GIVE ME 5

Classroom policies for language arts 1/2

1. BE PREPARED...with homework, supplies, books, good attitude, and your brain.

2. BE RESPECTFUL...keep your hands to yourself, good manners, no talking back, no yelling across the room, don't take things without asking, treat others as you would like to be treated.

3. BE ON TIME...be in your seat when the bell rings, walk and talk, no playing the hallway.

4. BE POSITIVE...no swearing, work hard on your homework, try to have a good day, stay away from negative comments, be positive when you are stressed.

5. BE POLITE...raise hand before speaking, only one person speaks at a time, have manners(excuse me, please, thank you), SMILE!

GIVE ME 5

Classroom policies for Social Studies 5/6

1. BE PREPARED...with homework, supplies, book, good attitude, and your brain

2. BE RESPECTFUL...towards others, no swearing, no talking back, no talking about others, return things the way you found them, don't talk while someone else is, ask before you borrow.

3. BE ON TIME...be in your seat when the bell rings, bring homework on time.

4. BE POSITIVE...have a sense of humor, good self-esteem, compliment people, give polite laughter, no negative comments.

5. BE POLITE...raise hand before speaking, no inappropriate teasing, don't laugh at other people's mistakes.

GIVE ME 5

Classroom policies for Social Studies 7/8

1. BE PREPARED...with homework, supplies, book, and your brain

2. BE RESPECTFUL...treat people the way you want to be treated, no talking back, be nice, raise hand before speaking.

3. BE ON TIME...be in your seat when the bell rings, bring homework on time.

4. BE POSITIVE...no put downs, have a positive attitude towards learning, no swearing, try hard at your school work, no name calling, no criticizing others.

5. BE POLITE...don't laugh when someone is wrong, use good manners (please, thank you, excuse me), no talking while someone else is talking.

GIVE ME 5

Classroom policies for Social Studies 9

1. BE PREPARED...with homework, supplies, and book.

2. BE RESPECTFUL...raise your hand before speaking, no talking back, only one person talks at a time, no negative comments.

3. BE ON TIME...be in your seat when the bell rings, no hanging around in the hallway.

4. BE POSITIVE...treat others as you want to be treated, don't take problems out on others, compliment others-say nice things, have a good attitude, no complaining.

5. BE POLITE...use good manners (please, thank you, excuse me), be kind and courteous, no bad language.

GIVE ME 5

Classroom policies for Social Studies 10

1. BE PREPARED...with homework, supplies, and book. bring everything needed.

2. BE RESPECTFUL...respect your elders/ peers, treat others as you want to be treated, be nice, use appropriate language, only one person speaks at a time.

3. BE ON TIME...be in your seat when the bell rings, have homework ready to go, be quiet if the teacher is not in the room.

4. BE POSITIVE...have manners, respect others, no negative-bad comments have a sense of humor, be understanding, try hard at your work.

5. BE POLITE...use good manners (please, thank you, excuse me), be nice, help others out, raise your hand before speaking, no packing your stuff up early.

APPENDIX L
School B Cooperative Group Rules

Cooperative Learning Group Rules

1. Use six-inch voices.
2. Everyone participates.
3. Work only with your group.
4. Stay positive with each other.

APPENDIX M

Looks Like / Sounds Like T Chart

TAKE A COUPLE OF MINUTES TO THINK ABOUT WHAT A CLASSROOM WOULD BE LIKE IF ALL OF THE STUDENTS IN IT TOOK RESPONSIBILITY FOR THEIR OWN ACTIONS AND COOPERATED WITH THE TEACHER AND WITH EACH OTHER. NOW, KEEPING THAT IN MIND, FILL OUT THE CHART BELOW.

A RESPONSIBLE AND COOPERATIVE CLASSROOM ...

LOOKS LIKE	SOUNDS LIKE

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APPENDIX N

Student Behavior Self-Evaluation

SELF-EVALUATION OF BEHAVIOR

BEHAVIOR	always	usually	sometimes	rarely
On time for class				
Prepared for class with books, pens, paper, work				
Respectful towards others (classmates and teacher)				
Raises hand before speaking				
Asks questions when needed				
Takes notes as needed				
Participates in class discussions				

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APPENDIX O

Native American Projects

Please choose one of the following projects and complete it be Feb. 14.

1. Build an Iroquois Longhouse.

2. Build a Seminole Summer home.

3. Carve an apple doll.

4. Make a button blanket.

5. Make a sand painting.

6. Make a coiled pot.

7. Make a celebrating differences blanket that represents your heritage.

8. Create a Native American folk tale or a Native American poem.

9. Take an existing Native American tale and turn it into a picture book.

10. Learn how to turn vegetables into dyes.

People of the Longhouses *(cont.)*

Activity

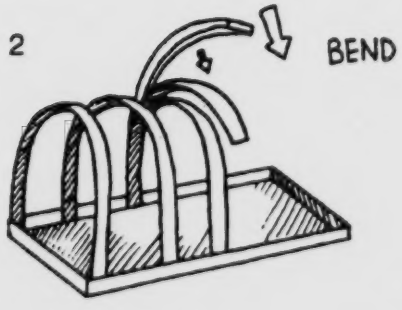
Follow the directions below to make a model longhouse.

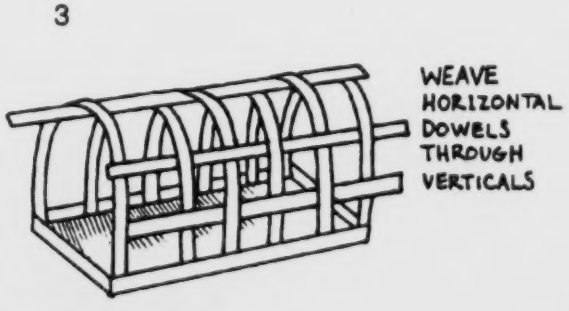
Materials:

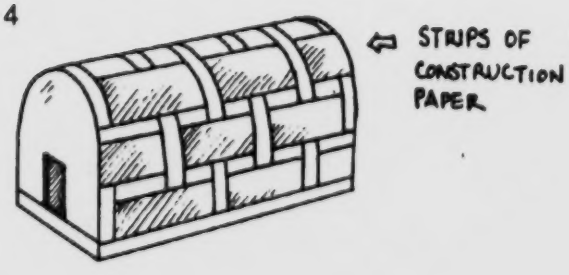
- shoebox lid
- thirteen 1/8" (.3 cm) diameter wooden dowels or sticks approximately the same length as the lid
- water
- a pan to soak the dowels in
- brown construction paper cut into strips

Directions:

1. Soak six dowels in water until they are soft enough to bend.
2. Arch the dowels over the lid and secure them inside as shown, spacing them evenly approximately two inches (5 cm) apart the entire length of the lid. This forms the frame.
3. Weave the other dowels crosswise in and out of the frame supports.
4. Beginning at lower edges of the frame, weave strips of construction paper over and under the dowels until the entire structure is covered. Leave smoke holes at the top. Leave openings for doors at each end.







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Build a Seminole Summer House

The Seminole Indians lived in Florida where it is warm most of the year. Like the people in the warm climates of the South Pacific and the nearby Caribbean, the Seminoles did not require enclosed shelters. The people could enjoy the fresh air and cooling breezes in the shade of their summer house.

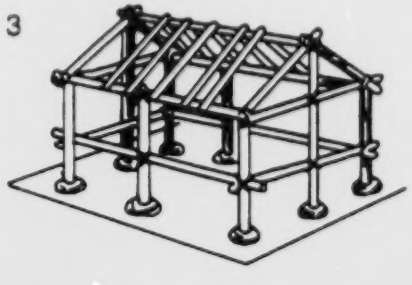
To build a model Seminole summer house, follow these directions.

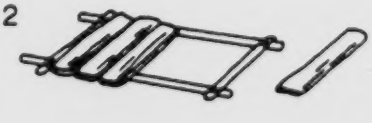
Materials:

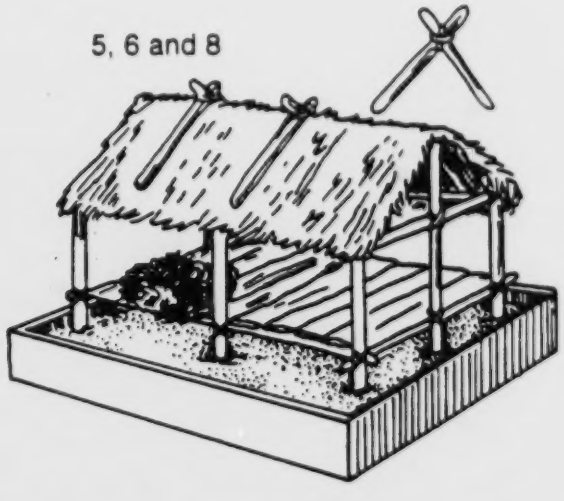
- sticks or dowels about ¼" (.6 cm) thick
  - four 10" (25 cm) long
  - two 11½" (29 cm) long
  - six 6" (15 cm) long
  - seven 12" (30 cm) long
  - twenty 3½" (9 cm) long
- flat pieces of wood 6" (15 cm) long
- box approximately 10" x 15" x 1" (25 cm x 37.5 cm x 2.5 cm)
- grass, straw, or raffia
- string or other lashing material
- glue

Directions:

1. Make a 6" x 12" (15 cm x 30 cm) platform by lashing two 12" (30 cm) and two 6" (15 cm) sticks at the corners.
2. Glue the flat pieces of wood onto the sticks. This makes the flooring. Set aside.
3. Construct the building frame as illustrated. Lash all junctures together.
4. Place blobs of clay at the ends of the frame as shown. Place the frame in the box.
5. Add the platform to the frame about 2½" (6 cm) up. Lash it in place.
6. Glue the flat pieces on for the roof. Cover with tied bunches of grass, straw, or pieces of raffia. Lash on the remaining 3½" (9 cm) sticks for triangular roof supports.
7. Glue any place which needs extra reinforcement.
8. Fill the box with sand so that the platform is about 1½" (4 cm) above the surface.







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Carve an Apple Doll

The Crow Indians had a saying they used to describe a person who was very old. It was, "The man (or woman) is so old, his skin crackles and tears when he moves about."

Have you ever looked at the skin of a very old person? After people have lived for a very long time, some changes usually take place in the way they look. The force of gravity tends to push down on the skin and muscles of the body so that over time old people may acquire wrinkles as marks of their experience in living a long life. To some, these wrinkles look like an apple looks after it becomes old.

You can make an apple doll depicting a very old person with skin that seems to "crackle and tear." To do this, follow the directions below.

Materials:

- large apple
- bowl of salt water or lemon juice deep enough to cover the apple
- pencil or straight, pointed stick
- craft knife
- pieces of colored paper or fabric for clothing
- long-necked bottle

Directions:

1. Peel and core the apple.
2. Carve a face in one side of the apple to suggest a nose, eyes, and mouth.
3. Soak the apple in salt water or lemon juice for approximately one-half hour.
4. Dry the apple gently with paper towels.
5. Spear the apple from below with the pencil or pointed stick.
6. Place the apple on top of the long-necked bottle with the pencil down inside.
7. Let the apple dry for three or four weeks. As it dries, it will gradually take on the appearance of an old person.
8. Make some simple clothing which will cover the bottle and glue it on. Now your doll is complete!

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Make a Button Blanket

One craft unique to the natives of the Northwest Coast is the making of blankets decorated with white mother-of-pearl buttons. Originally these blankets were made using shells, but with the coming of the white man, buttons made of a substance resembling mother-of-pearl became available, and these buttons are generally used today. Designs are comprised of either geometric shapes or animals, and the colors of the blankets are red and black, contrasting nicely with the gleaming white of the buttons.

A particularly attractive blanket may be made by either piecing together red and black fabric or sewing red and black fabric together and "cutting out" a design. This is more complicated but can lead to dramatic designs.

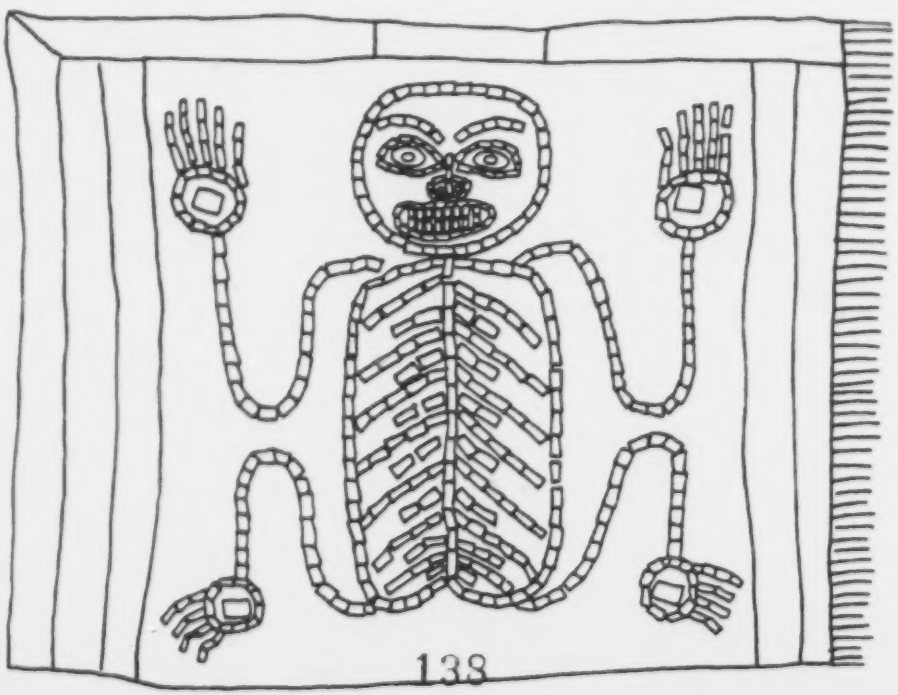
To make your own version of a button blanket, follow the directions given below. Of course, you do not need to make an entire blanket. You can make a wall hanging of almost any size by using the same technique.

Materials:

- red and black felt of any desired size
- quantity of white or mother-of-pearl buttons
- sewing needle and thread or glue
- scissors
- sewing chalk

Directions:

1. Plan your design and draw it on the fabric with sewing chalk.
2. Using either needle and thread or glue, sew your buttons onto your design.



Make a Sand Painting

Natives of both the Northwest and the Southwest often made sand paintings. When medicine men made them, they used natural earth paints. They sang and chanted as they painted.

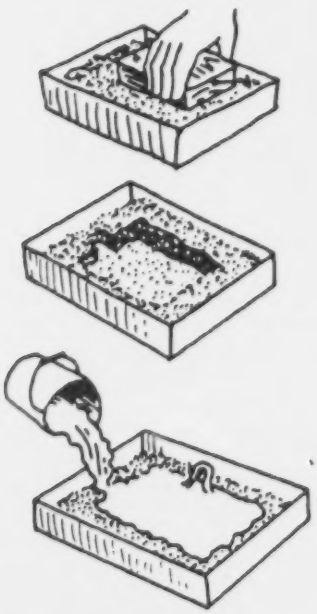
You can make sand paintings using your own design. Follow these directions.

Materials:

- a flat pan
- wet sand
- flat block of wood smaller than pan
- watercolors
- plaster of Paris
- small piece of looped wire for a hanger
- brush

Directions:

1. Partly fill the pan with wet sand. Tamp it down solid with the block of wood, leaving a border of sand 1" (2.5 cm) higher than the center.
2. Make a pouring dent just outside the flat area. Pour a wet solution of plaster of Paris into the dent so it flows into the flat area about 1" (2.5 cm) thick.
3. Place the ends of the looped wire into the plaster and let it dry until set.
4. When dry and solid, remove the plaster from the pan and brush off the loose sand with a stiff brush. (The surface will still be sandy.) Carve off the pouring dent.
5. Plan your design. When the plaster is completely dry, paint onto the sand by dripping thinned watercolors. Do not rub it on or brush in the paint because it will rub off the sand. Now you have your sand painting.



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Make a Coiled Pot

The Anasazi made pottery which remains beautiful today. The early designs were almost entirely in black and white, although later pieces were painted with many different colors made from natural clays. These early people made vessels of all kinds: pots, bowls, canteens, ladles, jars, and mugs. Many of the pieces were used for cookware and storage, but the more elaborately decorated ones were probably used for ceremonial purposes. Women were the ones who made the pottery, and the designs were passed down from mother to daughter. Today, archaeologists can use the designs on the pottery to track who the ancient peoples were and where they lived.

Most of the early pottery was made by a process called coiling. This kind of pottery making involves molding ceramic clay into long coils and spiraling them together in such a way as to build up the vessels.

You can make pottery in this way.

Materials:

- ceramic clay
- water
- a clean, smooth work surface
- ceramic paint (or another kind that will adhere to pottery)

Directions:

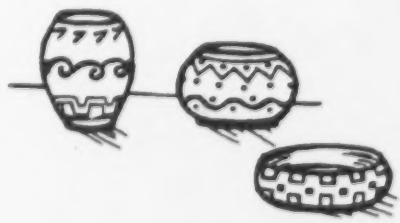
1. Roll the clay into a long, round rope, making sure it is about the same diameter throughout its length.
2. Form a flat, round piece of clay about 2" (5 cm) in diameter for the base.
3. Start spiraling your clay rope from this base and continue building up the coiled clay until it is the shape you wish to make it.
4. Wet your fingers or use a pottery knife to blend the coils together until they form a smooth surface.
5. When your piece looks like you want it to, allow it to dry thoroughly. You can put it in a warm oven to dry, or if you are lucky enough to have a kiln available, you can fire your pot in that.
6. After the pot is dry, you can paint a design on it.

1.

2.

3.

4.



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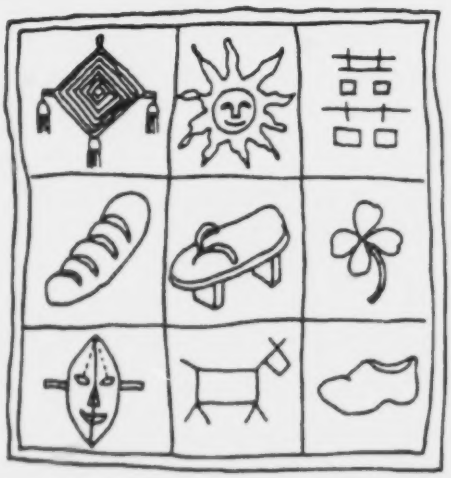
Celebrating Differences



Everyone who lives on the continent of North America is descended from immigrants. Even the ancestors of the people we often call Native Americans at some far point back in history migrated to North America. One characteristic of the people of much of North America is that they are mixtures of almost every different national or ethnic background to be found in the world, and they have learned some very hard lessons about the results of racial and ethnic discrimination.

One hundred years ago, most Americans could probably have told you what their national or ethnic background was. "I'm English and Danish," or "I'm Cherokee and Irish," they might have said. Today, however, many young people who have been born in this country say, "I'm a native American," and they do not realize that they, too, are descended from immigrants to North America.

Everyone likes to know about himself or herself. We all want to know what our roots are. Making an ancestor quilt will help you learn more about who your ancestors are and how they came to this country. You may find some surprises in your own personal background. Ask your parents and grandparents the following questions.

From which countries did you come, or have you always lived in the United States?

What nationalities did my ancestors have?

What races did my ancestors belong to?

When did my ancestors come to this country?

What is there about my ancestor's heritage that is special?

When you know the answers to these questions, you will be ready to make an ancestor quilt. Follow these directions.

Materials:

- old white sheets
- colored permanent markers
- paper
- pencils
- needle and thread
- scissors

Directions:

1. Cut sheets into enough 12" (30 cm) squares so that each student can have one. Be sure to cut the lines straight and even.
2. After the students have learned about their individual ancestral backgrounds, have each child plan his or her quilt square on paper first, illustrating something special about the child's ancestor or where they came from.
3. Lightly copy the illustration onto the square in pencil, and then color it in with markers.
4. After all the squares are completed, sew them together into a quilt representing the ancestral background of the class. A volunteer parent or teacher can help to sew the squares together.

Note: If the quilt is backed and finished, it can be used for a fund-raising project.

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Vegetable Dyes Are Hard to "Beet"

Before they were able to purchase glass beads from the white man, many Native Americans dyed porcupine quills. They used these quills to embroider colorful designs on their clothing, moccasins, and storage cases. The dyes they used were all made from natural sources such as plants, vegetables, and certain substances which occurred in the soil.

You, too, can make many different colors of dye from vegetable sources. Follow the directions below.

Materials:

- newspaper
- paper towels
- plain white paper
- white 100% cotton fabric
- white cotton-blend fabric
- ¾ cup (190 mL) warm water
- raw carrot, beet, and red cabbage
- measuring cup
- metric ruler
- food grater
- three small plates
- scissors
- 3 zipper-seal sandwich bags
- 6 plastic cups
- laundry detergent

Directions:

1. Wear protective clothing to prevent staining your good clothing and cover your work area with newspaper. Ask an adult to grate ¼ cup (30 mL) each of the carrot, beet, and red cabbage onto separate plates.
2. Place each vegetable into a separate plastic bag with ¼ cup (65 mL) warm water. Seal tightly. Gently knead or roll the sealed bags with your hands for 2–3 minutes until the water is colored.
3. Open the corner of a bag and pour the colored water into a cup. Repeat this process with the other bags.
4. Cut paper and the two kinds of fabric into three strips about 1¼ inch (3 cm) by 6 inches (15 cm). Mark the cotton strips with a notch to distinguish them from the cotton blend strips.
5. Place one strip of each material into each of the cups of dye and soak overnight. On the next day, remove each strip from the dye and place them on clean paper towels to dry. Which dye worked best?
6. Now fill three clean cups with warm water and separately swirl the strips in the water for one or two minutes. Which of the dyes stays longest? Did any of them fade or run?
7. Add laundry detergent to the water and slowly agitate the strips in it. Do you still have color on the materials? Use the chart below to record your data.

DYE	Color stays.	Color fades in water.	Color fades in detergent.
Carrot			
Beet			
Cabbage			

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APPENDIX P

JOURNAL TOPICS

1. What are your positive qualities? What are your negative qualities?

2. Your house containing everything you owe catches fire; after saving your loved ones and pets, you have time to safety make a final dash to save any one item. What would it be?

3. Have you ever hated anyone? If so, why and for how long?

4. What is the greatest accomplishment of your life? Is there anything you hope to do that is even better?

5. What is your most enjoyable dream? Your worst nightmare?

6. For what in your life do you feel most thankful for?

7. Who do you trust? Why do you trust them?

8. If you knew that in one year you would die suddenly, would you change anything about the way you are living now?

9. Would you like to be famous? In what way?

10. Would you rather play a game with someone more or less talented than you? Would it matter who was watching?

11. What do you strive for most in life: accomplishment, security, love, power, excitement, knowledge, or something else?

12. At a meal, your friends start belittling a common acquaintance. If you felt their criticism was unjustified, would you defend the person?

13. If you were having difficulty on an important test and could safety cheat by looking on someone else paper, would you do so?

14. If you could take a one month trip anywhere in the world and money was not a consideration, where would you go and what would you do?

15. Given the ability to project yourself into the past but not return, would you do so? Where would you go and what would you try to accomplish if you knew you might change the course of history?

16. Would you be willing to reduce your life expectancy by five years to become extremely attractive?

17. If your friends and acquaintances were willing to bluntly and honestly tell you what they really thought of you, would you want them to?

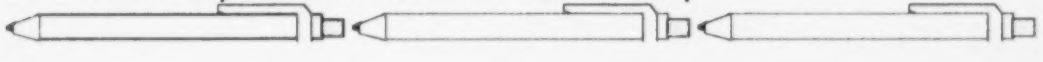
18. When you do something ridiculous, how much does it bother you to have other people notice it and laugh at you?

19. Who is the most important person in your life? What could you do to improve your relationship? Will you ever do it?

20. Do you find it so hard to say "no" that you regularly do favors you do not want to do? If so, what?

21. Would you like to know the precise date of your death? Why or why not?

22. What do you value most in a relationship?



23. How many times during the day do you look in the mirror?

24. Would you prefer to be blind or deaf?

25. Walking along an empty street, you notice a wallet. It contains $5,000 in cash but no name and address. What would you do? Would it alter your decision if inside you found the name, address, and picture of either a wealthy -looking young man or a frail-looking old woman?

26. What do you like best about your life? Least?

27. Can you be counted on to do what you say you'll do? What does it take for you to trust someone?

28. In conversations, do you tend to listen or talk more?

29. Do you frequently find yourself - just to be polite - saying things you don't mean? For example, when you say goodbye to some one who does not interest you, do you act as though you enjoyed their company?

30. Who do you admire and why do you admire them?

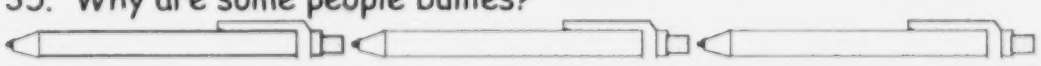
31. If you could meet any one in the world who would you pick and why?

32. What kind of people do you like to spend time with? What do such people bring out in you that others do not? What can people learn about you by looking at your friends?

33. How forgiving are you when your friends let you down?

34. What scares you? What are you afraid of? ie. heights, snakes.....

35. Why are some people bullies?



36. Have you ever picked on someone or had some one pick on you?

37. Why are some people class clowns?

38. When have you been a victim?

39. Describe a time when you really wanted something. What stood in your way?

40. Have you ever gotten into a fight? Was it worth it? Why?

41. What kind of people do you like to hang out with? What can people say about you based on your friends?

42. What type of animal would you be and why?

43. Describe a time when you had to handle an emergency on your own.

44. Define "a crush".

45. How can you save the environment?

46. Have you ever disobeyed your parents and what was the result?

47. How do people try to change their appearance? Why do they feel the need to change their appearance?

APPENDIX Q
Explorer Unit

January 1999

Dear Parent or Guardian,

We are starting a three week explorer unit in social studies. Your child will be responsible for completing a major project for this unit. The purpose of this activity is to reinforce the concepts being learned and to create pride and ownership in their work. It allows them to use their imagination and move away from traditional assignments drawing on other strengths. It is my hope that the students will grow in their understanding of why people would want to explore, who were the explorers, and how they viewed their surroundings.

Your child will be given choices in which activities that they would like to do. Each activity is worth a certain amount of points. The amount of points awarded for an activity depends on the quality and accuracy of the work. Your child can chose any combination of activities to reach their desired grade. The activities and point scale are outlined on the second page.

The student will be responsible for setting their own pace to make sure that the work is finished. They must turn in at least one activity per week. They will have three weeks including class time in which to complete this project. I believe that it is important for my students to set a goal to reach and have a deadline in which to reach it. This will help them prepare for the responsibilities of being an adult in the workplace.

Sincerely,

Explorer Activities

200 points - Explorer's Worksheet Packet. Do all the pages and answer all the questions correctly to reach 200 points.

100 points - Create an Explorers Board Game. The game must test your knowledge of explorers. Make it colorful and challenging. Include a set of directions and all the game pieces and cards needed.

75 points - Time Line. Make a time line of all the explorers and all their trips. It must be poster size and easy to read. Be accurate with the dates.

75 points - Explorer Biography. Write a two page report on the life and times of one of the explorers we are studying. Be sure to include a portrait of him.

50 points - Maps. Become a cartographer. Create a set of maps for an explorer to follow. Remember that you need to be accurate otherwise someone's going to get lost.

50 points - Advertising Poster. Now that you are ready to start exploring, you need a crew to help you. Make a poster advertising for help. Be sure to stay in the past. Remember the attitudes of the 1400 - 1500's (they thought there were sea monsters, etc.) Make it realistic for the time period.

50 points - Ship's log. Pretend that you are a ship's captain. Write down you adventures in the ships log. Describe what you may have seen as you traveled to new worlds, or what problems you may have faced. (Indians or Mutiny!)

25 points - Check list. Make up a list of all the materials you think that a ship would need to complete one of its voyages. Be thorough. You wouldn't want anyone to starve or need medical treatment.

25 points - Ship Design. Research ship designs that existed at this time. Create your own drawing of a sailing ship. Be sure to name it and make it colorful.

Grading Scale:

A 500 - 460	D 369-325
B 459 - 415	F 324 - 0
C 414 - 370	

5	4	3	2	1	TOTAL
Hand drawn neatly and colored with name	Hand drawn neatly and mostly colored	Hand drawn and neat	Traced	Printed off a computer	x 5

Gameboard Rubric

5	4	3	2	1	Total x 5
Game board is colorful, neatly designed, and readable.	Game board is neat, and readable. Some color or design	Game is has color may be sloppy Can read most of game	Game is readable, some what neat. An attempt to make it colorful	unreadable and sloppy	
Game contains at least 30 questions on explorers	Game contains 20-29 questions on explorers	Game contains 15-19 questions on explorers	Game contains 10-14 questions on explorers	Game contains less that 10 questions on explorers.	
All of the questions have correct answers.	Most of the questions have correct answers	More than half of the questions have accurate answers	Less than half of the questions have accurate answers	little or no accuracy	
Game is playable and challenging	Game is playable with some challenging questions	Game is playable. Little effort is put into the game to make it challenging	Game is too easy to play	Not playable	

EXPLORER BIOGRAPHY

5	4	3	2	1	total
Paper uses three different sources and is written in the student's own words	Paper uses two sources and is written in the student's own words	Paper uses one source and is written in the student's own words	Paper uses one source and is just copied by student	Printed off the computer	x 3
Paper is two pages with a picture	Paper is 1 3/4 pages with a picture	paper is 1 1/2 pages may be missing picture	Paper is 1 Page, may be missing picture	Less than one page	x 3
Paper is typed neatly. Spelling and paragraphs are correct	Paper is typed. May have a few spelling or paragraph errors	Paper is neatly handwritten with a few errors in spelling or paragraphs	Paper is handwritten with many errors	Paper is sloppy with many errors	x 3

ADVERTISING POSTER

5	4	3	2	1	TOTAL
Very Neat and Readable - Poster has obviously been planned out. Colorful with pictures	Very neat and readable - lines are straight. Colorful with pictures	Somewhat neat, can read most of poster. Colorful	Readable - not very neat	Super sloppy	x 4
Accurate and realistic for the time period. Persuasive	Somewhat accurate and realistic. Attempts to persuade reader	Includes some inaccurate information	Doesn't deal with the explorer time period	makes little or no sense	x 6

CHECKLIST

5	4	3	2	1	
Checklist contains over 75 items	Checklist contains between 74 - 60 items	Checklist contains between 59-45 items	Checklist contains between 44- 30 items	Checklist contains less than 30 items	x 2
Checklist is typed and has correct spelling	Checklist is typed and most words are spelled correctly	Checklist is neatly written and most of the words are spelled correctly	Checklist is handwritten	Checklist is sloppily put together	x 2
All of the items are realistic	Most of the items are realistic	Half of the items are realistic	Less that half of the items are realistic	Little or none	

SHIP'S LOG

5	4	3	2	1	TOTAL
Contains 10 entries	Contains 9 or 8 entries	Contains 7 or 6 entries	Contains 5 or 4 entries	Contains less than 4 entries	X 3
All entries are at least one paragraph long (Bare minimum 5 sentences)	Most of the entries are at least one paragraph	Half of the entries are at least one paragraph	Less than half of the entries are at least one paragraph	Most entries are one or two sentences	x 3
Entries are neat able readable with correct spelling	Entries are neat and readable with some misspelled words	Entries are readable with some misspelled words	Entries are readable	Entries are sloppy and difficult to read	x 2
All entries are realistic to the time period.	Most of the entries are realistic to the time period	Half of the entries are realistic to the time period	Less than half of the entries are realistic to the time period.	Not realistic at all	x2

TIME LINE RUBRIC

5	4	3	2	1	Total x 5
Includes all of the explorers and their many voyages	Includes most of the explorers and their voyages	Includes over half of the explorers and their voyages	Includes less than half of the explorers	Missing many explorers	
Neat and readable with set time increments	neat and readable with some attempt to make time increments	Neat and readable	readable	little effort is put into the final project	
All of the information is accurate	Most of the information is accurate	Over half of the information is accurate	Less than half of the information is accurate	Little accuracy	

APPENDIX R

OPTIONS FOR BLACK DEATH

Use the information gained in our text and from the novel Black Death to do one of the following. Use correct grammar, punctuation, and paragraphing. You may use your computer or hand write it. Neatness counts.

*** **LETTER** - Write a letter as a resident of a plague stricken village. Describe what is occurring or warning a loved one to stay away. Be sure to include details.

*** **NEWSPAPER ARTICLE** - Write an article describing the discovery of the cause of bubonic plague. Be sure to include a title. Include details from the story.

*** **PARAGRAPH** - If you could go back in time, to Europe in the years just before the plague, what would you tell people to do to prevent it from starting or spreading.

*** **CITY PLAN** - Draw a plan of the way the city was laid out. Write a paragraph explaining why the layout of the town lead to the spread of disease.

APPENDIX S

Environmental Writing Project

WRITING OPTIONS

A. Continue The Lorax:

Write an ending to the story The Lorax. What happenes after the boy catches the truffala seed? Include illustrations with your story.

B. Create an ENVIRONMENT book:

Each letter of the word ENVIRONMENT, should stand for a concept talked about in Changes In the Ecosystem. You also need to include 2-3 sentences explaining the concept, as well as illustrations. Example: E stands for E.P.A.

The E.P.A. is the Environmental Protection Agency. They are responsible for testing new chemicals, and ensuring that all environmental laws are followed. They are concerned with how long a chemical will last in the environment, what its side effects are, and how much has to be used.

C. Write a report on an endangered species:

Your 1-2 page paper should include: a physical description of the animal, feeding habits, role on the food chain, habitat, and niche qualities. Include why the animal is endangered, and what is being done to protect it. You should include an illustration of the animal.

NAME:

ENDANGERED ANIMAL REPORT RUBRIC

POINTS	awesome 10	great 8	good 6	needs work 4
physical characteristics				
feeding habits				
role on food chain/ habitat, niche				
why endangered				
what is being done to protect				
illustration				
length (5 paragraphs)				
mechanics: punc., capital., spelling				
neatness				
creativity				

NAME:

LORAX RUBRIC

POINTS	awesome 10	great 8	good 6	needs work 4
LENGTH				
SPELLING				
GRAMMAR				
PUNCTUATION				
CAPITALIZATION				
ILLUSTRATIONS				
COLORED				
COVER				
NEATNESS				
CREATIVITY				

NAME:

ENVIRONMENT ABC BOOK RUBRIC

POINTS	awesome 10	great 8	good 6	needs work 4
11 PAGES				
ILLUSTRATED				
COLORED				
2-3 SENTENCES ABOUT PICTURE				
PICTURES RELATE TO TOPIC				
NEATNESS				
CREATIVITY				
COVER				
SPELLING				
GRAMMAR				

The Great Kapok Tree

The Great Kapok Tree is a habitat for many species of animals. Each gives its own argument for saving the tree to the lumberjack. Determine which arguments are based on a Scientific need and which are Humanistic pleas. Rank each statement from them most persuasive to the least.

As a conclusion decide what you would have done if the animals had tried to dissuade you into not cutting down the great tree.

Animal	Argument	Scientific or Humanistic	Rank

167

168

APPENDIX T

Post Intervention School Records

Post-Interventions History
SCHOOL _____

STUDENT	GPA	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

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Post-Interventions History
SCHOOL A

STUDENT	GPA	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	4.7	3.5	0	0	0
2	3.0	2	0	0	0
3	5.0	19.5 pneumonia asthma	0	0	0
4	3.6	5.5	2	0	0
5	2.3	2	3 homework	1	0
6	3.6	7	2	1	0
7	4.3	.5	0	0	0
8	3.7	7.5	2	0	0
9	4.9	5	0	0	0
10	4.6	10.5 broken arm	0	0	0

* 18 weeks

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Post-interventions History
SCHOOL B

STUDENT	GPA	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	1.429	2	0	0	0
2	2.429	13	1	0	0
3	3.857	1	6	0	0
4	3.786	5	6	0	0
5	2.786	1	0	0	0
6	3.357	3	0	0	0
7	3.000	6	1	0	0
8	2.857	1	2	0	0
9	1.214	16	6	1	5
10	3.000	1	0	0	0

* 15 weeks

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Post-Interventions History
SCHOOL 2

STUDENT	GPA	ATTENDANCE	DETENTIONS	REFERRALS	SUSPENSIONS
1	3.8	1	0	0	0
2	3.7	5	0	0	0
3	1.7	13	1	1	0
4	2	4	0	0	0
5	3.7	0	0	0	0
6	3.8	10	0	0	0
7	2.	0	0	0	0
8	-	4	0	[illegible]	0
9	3.6	0	-	0	0
10		1	-	3 [illegible]	1

8 weeks

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APPENDIX U

Post Intervention Observations

TEACHER CHECKLIST FOR RESPONSIBLE STUDENT BEHAVIOR
Post Interventions

DATE: _____

STUDENT: _____ CLASS: _____

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)						
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)						
ACCEPT RESPONSIBILITY FOR BEHAVIOR?						
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?						
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)						
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?						
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?						
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?						
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?						
WORKS WELL IN A GROUP--TEAMWORK?						
SPENDS TIME HELPING OTHERS?						
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?						
SHOWS INTEREST IN BEING A LEADER?						

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TEACHER CHECKLIST FOR RESPONSIBLE STUDENT BEHAVIOR

Post Interventions

School A

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)					1	9
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)						10
ACCEPT RESPONSIBILITY FOR BEHAVIOR?	1	1	1	1	1	5
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?		1	2	1	1	5
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)		1	1	1		7
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?	1		2	1		5
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?		2	1	1	1	5
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?		1	1	1		7
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?		1	1	1	2	5
WORKS WELL IN A GROUP--TEAMWORK?					3	7
SPENDS TIME HELPING OTHERS?			2	1	1	6
USES TIME WISELY (PROMPTNESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?	1		2	1		6
SHOWS INTEREST IN BEING A LEADER?	2	2	1			5

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TEACHER CHECKLIST FOR RESPONSIBLE STUDENT BEHAVIOR
Post Interventions

DATE: _____

STUDENT: Cumulative Observations at School B

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)				1 (1)	4 (4)	5 (5)
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)					2 (2)	8 (8)
ACCEPT RESPONSIBILITY FOR BEHAVIOR?				1 (1)	6 (6)	3 (3)
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?		1 (1)	4 (4)	3 (3)		2 (2)
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)		1 (1)	1 (1)	3 (3)	3 (3)	5 (5)
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?					1 (1)	9 (9)
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?				1 (1)	4 (4)	5 (5)
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?					5 (5)	5 (5)
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?				1 (1)	5 (5)	4 (4)
WORKS WELL IN A GROUP--TEAMWORK?			1 (1)	1 (1)	3 (3)	5 (5)
SPENDS TIME HELPING OTHERS?	1 (1)	1 (1)	1 (1)	5 (5)		2 (2)
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?			1 (1)	1 (1)	4 (4)	4 (4)
SHOWS INTEREST IN BEING A LEADER?	1 (1)	5 (5)	2 (2)			2 (2)

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TEACHER CHECKLIST FOR RESPONSIBLE STUDENT BEHAVIOR

Post Interventions

DATE: 3/1

STUDENT: Leland C CLASS: _____

BEHAVIOR	NEVER 0	VERY SELDOM 1	ONCE IN AWHILE 2	OCCASIONALLY 3	FAIRLY OFTEN 4	VERY OFTEN 5
GET ALONG WITH OTHER STUDENTS? (RESPECTFULNESS)				1 2	5	2
GET ALONG WITH THE TEACHER? (RESPECTFULNESS)				1 3	4	3
ACCEPT RESPONSIBILITY FOR BEHAVIOR?			1 2	1	5	3
SPEAKS UP FOR HIS/HER OWN IDEAS IN A POSITIVE MANNER?		1 2	1 2	2	4	3
PARTICIPATION IN CLASS DISCUSSION IN POSITIVE MANNER (OFFER TO ASK AND ANSWER MEANINGFUL QUESTIONS?)		1 1		3	2	4
PREPARED FOR CLASS (SUPPLIES, BOOKS, ETC.)?				1	3	6
FINISHES SCHOOLWORK (INCLUDES HOMEWORK)?				2	3	5
STUDENT IS NEAT AND ORGANIZED (SCHOOLWORK, WORK AREA, ETC.)?			1 2	3	2	4
ON TASK, PAYS ATTENTION TO CLASS ACTIVITIES (PEERS AND TEACHER)?				1	5	3
WORKS WELL IN A GROUP–TEAMWORK?				1	4	5
SPENDS TIME HELPING OTHERS?		2 3		3	1 2	4
USES TIME WISELY (TARDINESS, FINDS APPROPRIATE ACTIVITIES TO DO WHEN WORK IS COMPLETED)?			1 2	2	4	3
SHOWS INTEREST IN BEING A LEADER?		2 2	2 2	1	5	

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APPENDIX V

Post-Intervention Student Survey

RESULTS OF
POST-INTERVENTION STUDENT SURVEY
SCHOOL _____

QUESTION	YES	NO	ALWAYS	USUALLY	SOMETIMES	NEVER
1. Do you attend meetings and/or practices for outside activities?						
2. Do you have chores/ responsibilities at home? 3. How often do you actually do chores/tasks? 4. How often did you turn in assigned work this year? 5. How often did you bring all necessary materials to class? 6. How often is your work neat and organized? 7. How often are you on time for school and class?						

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RESULTS OF
POST-INTERVENTION STUDENT SURVEY
SCHOOL A

QUESTION	YES	NO	ALWAYS	USUALLY	SOMETIMES	NEVER
1. Do you attend meetings and/or practices for outside activities?			3	4	3	
2. Do you have chores/ responsibilities at home?	10					
3. How often do you actually do chores/tasks?			6	3	1	
4. How often did you turn in assigned work this year?			6	1	3	
5. How often did you bring all necessary materials to class?			8	1	1	
6. How often is your work neat and organized?			3	6	1	
7. How often are you on time for school and class?			10			

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RESULTS OF
POST-INTERVENTION STUDENT SURVEY
SCHOOL B

QUESTION	YES	NO	ALWAYS	USUALLY	SOMETIMES	NEVER
1. Do you attend meetings and/or practices for outside activities?	7	2	6	1		1
2. Do you have chores/ responsibilities at home?	9					
3. How often do you actually do chores/tasks?				7	1	
4. How often did you turn in assigned work last year?			4	5		
5. How often do you bring all necessary materials to class?			7	1		
6. How often is your work neat and organized?			3	5	1	
7. How often are you on time for school and class?			6	1		

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RESULTS OF
POST-INTERVENTION STUDENT SURVEY
SCHOOL C

QUESTION	YES	NO	ALWAYS	USUALLY	SOMETIMES	NEVER
1. Do you attend meetings and/or practices for outside activities?	7	3	5	2		
2. Do you have chores/ responsibilities at home?	10					
3. How often do you actually do chores/tasks?			4	6		
4. How often did you turn in assigned work last year?			3	6	1	
5. How often do you bring all necessary materials to class?			5	5		
6. How often is your work neat and organized?			2	6	2	
7. How often are you on time for school and class?			6	4		

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